

LEA Name:	662300010000
LEA BEDS Code:	Yonkers City School District
School Name:	William Boyce Thompson School

2017-2018 School Comprehensive Education Plan (SCEP)

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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Edwin M. Quezada	
President, B.O.E. / Chancellor or Chancellor's		Rev. Steve Lopez	

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X

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Information Sheet

School Information Sheet							
Grade Configuration	Pre K-8	Total Student Enrollment	535	% Title I Population	####	% Attendance Rate	94.7 %
% of Students Eligible for Free Lunch	80.5%	% of Students Eligible for Reduced-Price		% of Limited English Proficient	####	% of Students with Disabilities	31.5 %

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	29%	% Hispanic or Latino	61.7 %	% Asian, Native Hawaiian / Other Pacific Islander	2.4%	% White	7.3%	% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with NO Valid Teaching Certificate (Out of	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	5%

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	20%	Math Performance at Level 3 and Level 4	29%	Science Performance at Level 3 and Level 4	97%	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
 Partial Degree (Fewer than 50% of goals were achieved.)
 Moderate Degree (At least 50% of goals were achieved.)
 Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
 Partial Degree (Fewer than 50% of activities were carried out.)
 Moderate Degree (At least 50% of activities were carried out.)
 Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
 Partial Degree (Some of the identified subgroups improved achievement.)
 Moderate Degree (A majority of identified subgroups improved achievement.)
 Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
 Partial Degree (There was a minor increase in the level of Parent Engagement.)
 Moderate Degree (There was modest increase in the level of Parent Engagement.)
 Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
 Partial Degree (Fewer than 50% of planned activities were funded.)
 Moderate Degree (At least 50% of planned activities were funded.)
 Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
 Tenet 2: School Leader Practices and Decisions
 Tenet 3: Curriculum Development and Support
 Tenet 4: Teacher Practices and Decisions
 Tenet 5: Student Social and Emotional Developmental Health
 Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant positive impact observed during the 2015-2016 school year included an increase in staff commitments and participation on school-wide committees that focus on instructional practices and student achievements. As a result, the writing initiatives and Small Learning Communities initiatives were recommended for the 2016-2017 school year to support vertical team instruction.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

N/A

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

Vertical Alignment, Math Modules, School-wide Writing Initiative, QIP Team, Turn-key Professional Development in the Core Areas of Math & ELA, Kids X-press Writing Program, Sarah Lawrence College Collaboration, MSP Math Initiative with Mercy College, Intellex Program, & Intramural Sports Program.

- List the identified needs in the school that will be targeted for improvement in this plan.

Instructional practices will focus on promoting high levels of engagement, rigor, and higher order questioning consistently throughout all grade levels. In addition, funding is needed to support more congruence planning, technology, safety & security, and targeted instruction.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The mission at the Boyce Thompson School is to create a safe and supportive learning environment where all students become life long learners. The staff and administration will continue to work collaboratively with all stakeholders and other partners for social and emotional developmental health in order to allow students to receive the support they need to enhance their social-emotional learning skills which support learning. William Boyce Thompson is in need of developing more real-world partnerships that will provide students with real-world experiences that foster high quality, engaging, and challenging activities.

- List the student academic achievement targets for the identified subgroups in the current plan.

The school will continue to work cohesively with the QIP Team to focus on instructional practices that promote high levels of student engagement, rigor, and inquiry leading to increased student achievement and the meeting of student goals/benchmarks. With appropriate funding, William Boyce Thompson will expand resources and support programs for ENL and SWD's.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

Administration will plan/establish a structure, familiar to all stakeholders, to strategically use data that responds to student academic and social emotional needs. Small learning communities, school-wide writing initiative, math modules, and targeted instruction are the structures that will be utilized to drive the implementation of the mission/guiding principles.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The following barriers may impact the ability to accomplish the mission or guiding principles:

- Lack of Parental Involvement/Academic Support, funding, and technology.
- Consistent time allotted for planning/sharing of techniques and strategies: Build-in congruence planning time for grade-level, vertical team, and content area team meetings.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Letters, Connect-Ed Messages, Bi-Monthly News Letter, Open House, Parent Teacher Conferences, Parent Workshops, Honor Roll Assembly Programs, School-wide Multicultural Activities, and Monthly PTA Meetings.

- List all the ways in which the current plan will be made widely available to the public.

Hard copy on file in main office, communicated to parents via Parent Teacher Conference Night, School's web page, Newsletter, Connect-Ed, & District website.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Transition Welcoming Program at the beginning of the school year, Monthly Parent/Child Activities aligned to CCLS, Parent Teacher Conferences, Parent Workshops, Splash Program, & Quality Star Initiative.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes for college and career readiness.
B1. Most Recent DTSDE Review Date:	May 24-25, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	In order to keep abreast with new mandates and changing curricular, it is imperative that math modules and other pertinent materials are readily available before the start of the school year in order to ensure success for all leaders. To utilize ELA/Math strategies from PLC meetings to increase student success. To work with content area directors to align curriculum to NYS standards.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	To utilize an Explicit Instruction Framework to increase rigor and meet the needs of diverse learners: To utilize the Response to Intervention (RTI) Model to support the needs of all students.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	3.1 Provide systemic expectations, processes, and procedures. 3.2 Enhance professional development for administration and teachers by establishing PLCs that provide guidance and support across grade levels to enhance vertical and horizontal alignment. 3.6 Promote student involvement in learning.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	Inter-class visitations and modeling of the explicit instruction model.
Sep-18	Jun-19	Provide data driven Academic Intervention Support (AIS) aligned with Common Core Learning Standards (CCLS): Title I Reading Services, Title III ENL Services, Speech, OT, and PT Services, Resource Services, Technology Programs and PLC Teacher Leaders.
Sep-18	Jun-19	Turnkey professional development workshops facilitated by district content area directors and PLC team members on instructional practices, strategies, and resources.
Sep-18	Jun-19	AIS instructional support in the content areas of literacy and mathematics.
Sep-18	Jun-19	Extended Learning Program.
Sep-18	Jun-19	Small/differentiated groups (Math/Reading/Writing)
Sep-18	Jun-19	Release Question of the Day (ELA/Math)

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	May 24-25, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Our school community will implement restorative practices to meet the social and emotional needs of our students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	To build and sustain strong partnerships that support student's social, physical, and emotional development.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	4.4 Provided professional development for school-based staff to address student's behaviors and social and emotional concerns.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
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Sep-18	Jun-19	Collaborate with outside community agencies to support the social, physical, and emotional needs of all students (Andrus Mental Health Clinic, DSS, Family Services of Westchester, Westchester Jewish Community Services, SMILE Dental Program, Four Winds Hospital, and the Nepperhan Community Center).
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Sep-18	Jun-19	PBIS and RTI workshops to address and support student's behavioral and academic deficiencies. Monthly assembly programs to highlight student achievements.
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Sep-18	Jun-19	Anti-bullying assembly program and campaign to help preserve a more secure and safe school environment.
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Sep-18	Jun-19	Turnkey professional development workshops on RTI strategies and the next generation English Language Arts and Mathematics Learning Standards.
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Sep-18	Jun-19	Establish community partnerships with agencies to support the academic, physical, and emotional needs of students (Westchester District Attorney's Office, Caramoor Center for Music and Arts, Sarah Lawrence College, Nepperhan Community Center, MBK/MSK, Yonkers Fire and Police Departments, St. John's Hospital, Yonker Tennis Association, and Junior Achievement.
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Sep-18	Jun-19	Enhance students' social, physical, and emotional abilities through our Extended Learning Time (ELT) Program.
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