

LEA Name:	Yonkers City School District
LEA BEDS Code:	662300-01-0000
School Name:	Roosevelt High School - Early College Studies

## 2018-2019 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 Quezada	
President, B.O.E. / Chancellor or Chancellor's Designee		Rev. Steve Lopez	

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. If the school has been identified as *Persistently Failing and Failing*, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
- 3. 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.
- 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 5. 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.
- 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 7. 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	9-12	Total Student Enrollment	848
% of Students Eligible for Free Lunch	80.2%	% Title I Population	7.25%
		% Attendance Rate	91.2%
		% of Students with Disabilities	14.5%

Racial/Ethnic Origin of School Student Population			
% American Indian or Alaska Native	0.2%	% Black or African American	32.1%
		% Hispanic or Latino	51.4%
		% Asian, Native Hawaiian / Other Pacific Islander	4.1%
		% White	11.4%
		% Multi-Racial	0.7%

School Personnel			
Years Principal Assigned to School	4 Year	# of Assistant Principals	4
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0
		% Teaching with Fewer than 3 Years of Experience	3
		Average # of Teacher Absences	6%

Overall State Accountability Status			
Priority School	Yes	Focus School Identified by a Focus District	No
Identification for ELA?	Yes	Identification for Math?	Yes
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4	3 and Level 4
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)	
Persistently Failing School (per Education Law 211-f)	Yes	Failing School (per Education Law 211-f)	
		SIG 1003(a) Recipient	No
		Identification for Science?	No
		Science Performance at Level 3 and Level 4	
		% of 3rd Year Students Who Earned 10+ Credits (HS Only)	
		SIG 1003(g) Recipient	No
		Identification for High School Graduation Rate?	Yes
		Four-Year Graduation Rate (HS Only)	88%
		Six-Year Graduation Rate (HS Only)	

**School Information Sheet**

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

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

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

<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
X	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.)
X	Moderate Degree (At least 50% of activities were carried out.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)
<input type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
X	Moderate Degree (A majority of identified subgroups improved achievement.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Limited Degree (There was no increase in the level of Parent Engagement.)
<input type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input type="checkbox"/>	Moderate Degree (There was modest increase in the level of Parent Engagement.)
X	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").**

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.)
X	Moderate Degree (At least 50% of planned activities were funded.)
<input type="checkbox"/>	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").**

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
X	Tenet 2: School Leader Practices and Decisions
<input type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
X	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).

Teacher instructional practices are leading to higher levels of achievement in Earth Science, Algebra, FLACS, Algebra I, respectively, resulting in a 30% increase in advanced regents diploma and our first seal of bi-literacy student.

- 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.

Used current data to determine Regents Review needs, specifically, SWDs and ELLs. This enabled us to differentiate to student's needs with focused P.D. Additionally, student-led conferences provided parents with evidence of student work including levels of rigor and a sequence of the curriculum. Student recognition ceremonies assisted in building a positive school culture and were linked to PTA meetings. Number of teachers using data to guide instructional planning increased during the 2017/18 school year 100% of teachers using quarterly assessments.

In developing the **CURRENT YEAR'S** plan:

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

\*Provide more consistent opportunities for academic rigor among all groups, including targeted subgroups by promoting engagement in higher order thinking through collaborative grouping and inquiry based learning and accountable conversation within the context of related college link coursework and advanced designation academies.

\*Increase staff contact hours with both formative assessment, accountable talk, and inquiry-based PD by 25% (i.e. to reach 75% of staff in the 2018/19 school year, with a goal of 100% for 2018/19) as evidenced by increased Regents mastery, evidenced by a predicted 5-10% improvement percentage on Regents exams.

\*Increase consistency in staff use of data and weekly, monthly, and quarterly formative assessments to drive and better differentiate instruction and classroom grouping that will improve learning opportunities as evidenced by increased student engagement in classroom settings measured by administrative observations, and alternative assessments, such as portfolios, self-reflections, projects, MAP testing and regents mastery.

\*Continue to monitor and address at-risk behaviors across all groups (especially for students in targeted subgroups), which will improve the culture of the school and assist students in meeting all academic and graduation requirements, thereby fulfilling our mission of college and career readiness.

\*Decrease lateness by 10 % and increase graduation rate to 90% of students, assure 90% of students pass coursework, improve scholarship totals to 18 million and have a minimum daily attendance rate of 90%.

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

In areas where there were slight declines in Regents scores (English, Chemistry, US History); Student engagement for all groups including SWD and ELLs needs to be on a more consistent basis in all classrooms; Increased need of push-in model to support group numbers of ELL students in the YIA. At risk students continue to underperform; Provide targeted academic services through our afterschool academies.

- 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.

Our school is an Early College model and we are committed to creating college ready students. This includes not only "Habits of Mind" with the focus on 1. Questioning and problem posing, 2. Taking responsible risks, 3. Accountable conversation, 4. Persistence and perseverance, but also enabling the students to obtain College Level credits by accelerating their HS /regents requirements in the 9th and 10th grade, allowing time in 11th and 12th grade to take rigorous college level courses. This mindset requires all students to be exposed to higher levels of questioning, more self-reflection, and an increased level of classroom engagement and accountable talk that will enable them to reach these high levels of achievement.

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

Increases of 3% in Regents passing grades on all Regents Exams and school wide goals of 90% attendance, 90% graduation rate, 90% students passing classes, 18 million dollars in scholarships.

A set calendar developed by teachers in conjunction with administration to address Professional Development needs that pertain to engagement, formative assessment, and consistency as identified in the DSTDE report dated 4/13-14, 2015. Alignment of PD goals with actual ongoing PD so that there is a consistency of best practices throughout the year enabling teachers to focus their lessons on improving 4 things: Measurable Objective Targets, Collaborative Grouping, Accountable Talk, and Higher Order Questioning Skills. An increase in the number of teachers attending common planning sessions through changes in the master schedule. Better informed pre and post observations by Lead Evaluator Accredited Observers in APPR evidence collection.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed. Common planning time is needed school wide to ensure Professional Development is implemented.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Staff survey in the spring identified needs for PD. Administration compiled data from formal observations and walk through observations. These lists were combined to form the basis of 2018 Professional Development. In addition, over 25 teachers met in summer 2018 to develop questioning and also met with an educational consulting firm, to develop content literacy skills, interdisciplinary projects, and higher level questioning skills of both teachers and students. During the school year, ongoing professional development will be focused on Accountable talk; Formative Assessment; Questioning skills; and Collaborative Groups. These topics will be cycled each month throughout the year. Lastly, Administration will review teacher evaluations of professional development and peer to peer observations along with Learning Walks by principal and department chairs.

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

We will continue to offer internships in community businesses, and increase the number of businesses that are now available. School has created an Advisory Board for CTE programs, Shared Decision Making Team, and a Data Team that will be involved in the decision making process. A parent center is available with internet access and computers as well as a place to hold PST (Pupil Support Team) meetings.

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

In addition to our current school website, plans have been made to continue sending our school newsletter out to parents in a condensed format that can be mailed. Also, a copy of the SCEP will be available in the Family Welcome Center and 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.

N/A



## Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

[www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx](http://www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx)

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

### **1. New School Design and Educational Plan**

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

**A. Overview:** Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

Roosevelt High School-Early College Studies (RHS-ECS) has been implementing an early college school design for several years. This model has been successful at this school as the school met third year progress requirements for a Priority School according to NYSED. Rather than look at the successes in other high schools, the school will reflect on the growth of RHS as an Early College High School. This school has transitioned into a rigorous, collegiate learning environment. As a full four year high school, students benefit from a range of educational opportunities including collegiate enrichment and visitation experiences, as well as opportunities to accrue college credit from college/university partners. Learning opportunities are provided through school day efforts, extended day, and summer learning experiences. Dual credit courses are offered on site by vetted teachers. In addition, college courses are offered on college/university partner campuses through programs such as "Jumpstart", which allows high school students to get an early start on their college education. Relationships with college/university partners extend beyond course offerings to include parent workshops, student academic support, and SAT/ACT prep.

**Accomplishments:**

- From one college level course offered on site in 2010 - 2011 taught by one vetted teacher to 23 courses in 2017 - 2018 taught by 13 vetted teachers with several course proposals pending approval from college/university partners
- From 30 students enrolled in one college level course in 2010 - 2011 to 649 students (unduplicated) enrolled in 23 college level courses in 2017 - 2018
- Partnerships with Today's Students Tomorrow's Teachers and Groundwork USA have led to student employment opportunities
- Improved parent outreach through the Student Management Center and the monthly newsletter - Shark Bytes
- Three Honor Societies: National Honor Society, la Sociedad Honoraria Hispánica, la Società Onoraria Italica
- \$13.0 million earned in scholarships
- 1491 college applications submitted and 323 acceptances for 2016-2017
- 960 college credits earned by students graduating in 2017

We are now implementing the NYS Seal of Biliteracy through the Board of Regents for our bilingual students.

Administration proposes to keep this model and has added a CTE pathway in Communication, Graphic Design, and Automotive Technology. Enhanced opportunities are in place to work with professors from Westchester Community College and Pace University for greater understanding of college instruction and expectations. This is embedded in the focus of the RHS-ECS model while providing all administrators the opportunity to enhance learning within the community of Roosevelt High School. Based on research with successful early college high schools, discussions with higher education partners and experts, and current literature, the vertically integrated, academically challenging course of study design has been effective for students, staff and administration.

In the 14-15 school year, RHS-ECS had the greatest number of student college applications as well as exceeded the previous year's total scholarship rewards by 3 million dollars. Graduation rate is steadily increasing. However, the school strives to meet the Superintendent's Goal of 80% graduation. The school stakeholders expect to achieve this goal. In the 15-16 school year, due to the accelerated instruction in the 9th and 10th grades, more students in the 11th and 12th grades will participate in internships in their fields of choice.

**B. Curriculum and Instruction:** Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

All students graduate based on the NYS regulations. To ensure students meet the graduation requirements, students in the 9th and 10th grades enter into accelerated classes. They are able to complete two years of required coursework in one year and then take the Regents. In the spring and summer of 2017, teachers grouped by content area, reviewed the current curricula and infused the CCSS under the guidance of a school administrator and professors from two different IHEs. Teachers participated in a summer professional development series with EdWorks to examine school design in terms of reaching all students and guiding students toward the college experience. Students are offered opportunities for additional instruction through the Lunch and Learn, Twilight, Saturday Academy, Summer Collegiate Academy, Summer School, Regents Review sessions, Lab make-up After School sessions, Advanced Designation Academy, Senior Mentoring program and credit recovery programs. The school will continue with the Data Team facilitating Teacher Learning Communities focused on formative assessments. This team was trained on KLT, a program based on the work of Dylan William, a leader in formative assessment theory and practice. Teachers will participate in training on interpretation of the MAP reports and taking Data from Paper to Practice. Additional training will be conducted on Higher Order Thinking and differentiating instruction. Under the Smart Scholars grant the school has developed goals which tie into the overall schools goals. Smart Scholars ECHS project goals and activities for September 1, 2017 to August 31, 2018 will continue to focus on the engagement of all students in a rigorous curriculum designed to improve academic performance and provide opportunities for college and career success. School leadership is committed to: • Providing a CCLS high school curriculum that is relevant to students' real-world experiences, thus increasing student engagement and motivation for learning; • Fostering an interdisciplinary mindset among students and educators while promoting inquiry and project-based learning;

- Developing students' 21st century skill-set through performance-based learning especially in the areas of information, media and technology literacy;
- Streamlining the transition to college (through academic support, college course offerings, college readiness course and related student workshops), ultimately, to increase college readiness;
- Incrementally increasing the number of college credits earned per student per year while adhering to the scope and sequence of course requirements for an Associate's Degree; • Developing magnet programs aligning college courses to career pathways.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

This year, a Professional Developer will be assigned to the school. He/she will work with school administration, district administration and OEE and the CET team to design a professional development plan based on teacher surveys and administrator observations. This plan will be reviewed and supported by District content area experts. Higher order thinking skills, taking data from paper to practice and differentiated instruction will be at the core of the plan. The school will continue with the daily common planning time for 9th and 10th grade teachers, also the Special Education team and the International Academy (YIA). Teachers will plan interdisciplinary units, assessments and meet with parents during this time. Administrators participate in the common planning time. If and when additional funding is received, the District will provide additional PD during the common planning time.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

Common planning time is needed to ensure Professional Development is implemented. The school is going to a 9 period day that will enable teachers to meet departmentally and/or as teams to address student needs as indicated by current data, and to move learning forward through focused Professional Development. Ninth and tenth grade teachers will have common planning time built into their schedule. During the ninth period, identified students with a focus on ELLs and SWDs, will receive targeted instruction. ELT will be offered after school, in the evenings and on Saturdays. If possible, classes will be offered during vacations. From the first day, identified ELLs and SWDs will have a ninth period with needed coursework facilitated by licensed teachers.

**E. Assessment:** Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

The Data Team at RHS-ECS is a critical group in the school turnaround process. They analyze the Early Warning Report to identify students in need of additional guidance and interventions. Together with teacher teams, the 8th grade ELA and Math results, MAP reports, and Regents results are analyzed by cohort and by student. The Smart Scholars Grant facilitator collects student college credit data and shares it with the team to ensure that students graduate with 24 college credits. Students in danger of not graduating are assigned to mentor teachers. Guidance counselors meet weekly with assistant principals to discuss progress and needs of students. Graduation data displays are posted in hallways for student and parent view. The Data Team shares updates and progress with the whole staff at mandated whole staff meetings. The school follows District promotion and graduation policies.

**F. School Climate and Discipline:** Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

The Data Team monitors student suspension, lateness, state metrics regents tracker, analysis of regents results, early warning prevention systems, assessment of various academic support programs and attendance data on a weekly basis. Students with excessive behaviors in this respect are reported to the grade level administrators and guidance counselors. The administration and guidance counselors then contact parents. This process has been effective as attendance has been steadily increasing to 90% for all grades and latenesses and suspensions have decreased. Through the guidance of an outside specialist, the school developed a PBIS team and monitors that data. The school also implements an in school suspension room where students continue to complete coursework. Students also participate in several clubs that perform community services. There is a social worker and a liaison for all students including displaced students. She meets with the school administration to address any student concerns. This year we have established a Family Welcome Center. That liaison reaches out to parents to inform them of school activities, community resources and to gather data as to their needs. This liaison has been trained at the district Pathways Adult Program and will be assigned to a contact to arrange onsite workshops for families. In addition, a Yonkers Partner in Education representative is located in the College Center to guide students and families with the college process. School administration has also linked PTA meetings with student award celebrations. The Shark Bytes newsletter is available on the school site and printed copies are made available in the main office.

**G. Regulatory Flexibility (Variance):** The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

**H. Meeting the Needs of Unique Populations:** Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

The school has a mainstream and autistic population in the school, servicing resource and 15:1 SWD, as well as the autistic students. Through the diligent work of teachers and administration, partnerships have been established and this population now engages in school to work experiences. The ELLs are serviced by two licensed ESL teachers. The program is designed as a pull out program meeting the required minutes for each group. All groups of students are encouraged in the ELT program that meets their educational needs.

## 2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

**A. Site-based Governance:** Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

**D**

The school leadership consists of a principal and five assistant principals. Each assistant principal is in charge of a grade and subject area and specific ELT programs, one is in charge of the V/A (International Academy). A Shared Decision Making Team has been established at the school. This team will include administration, parents, students and partners. Plans for school design and program implementation will be brought to the team. Budgeting, finance management and legal decisions will be finalized with respective District assistance. A Department liaison will be chosen for each content area. These liaisons will meet with school administration weekly. These representatives will also attend District meetings and relay information back to the school.

**B. Leadership Positions:** The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

In January 2014, a new principal was appointed at Roosevelt High School Early-College Studies (formerly Early College High School), bringing eight years of high school administration experience as well as a refreshed dynamic to the school culture. In addition to his work as an assistant principal of Roosevelt High School of Early College Studies, the new principal's years of service, both in the classroom and as an administrator, prepared him well for this new leadership role. At Yonkers Middle/High School, he led students through the academically rigorous International Baccalaureate program. This experience serves him well as he advances the high standards of Roosevelt High School Early College Studies (RHS-ECS) and prepares students for post secondary success. The principal's credentials include participating in the National Principal Leadership Institute, receiving 80 contact hours in the "Creating Great Schools" and "Achieving Equity and Excellence" certificate programs and certification of an APPR lead evaluator through the Center for Secondary School Redesign, Inc. (CSSR), he also received the Administrator of the Year in 2017.

This year a new Assistant Principal was brought in to the building with seven years of administrative experience in the district.

The administrative team (comprised of five administrators), under the experienced leadership, increased structure and refocused the direction of the instructional program. Since January 2014, teacher attendance, student attendance, graduation and student performance has increased. Suspension rates and student latenesses have decreased considerably. The school leader is in constant communication with the District administration, his liaison and the stakeholders. As a result, Roosevelt continues to thrive under his leadership.

**C. Staffing, Human Resources, and Work Conditions:** The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Staffing is complete at this time. Teachers follow the District balloting and Gateway process.

### Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

The target population, consisting of all students including General Ed, SWDs and ELLs, is assigned extended learning time (ELT) as of September 2017.

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

Extensive afterschool targeted instructional programs will be offered to meet the needs of identified students using early warning systems report, MAP testing results, state testing data, quarterly assessment data and report card data. Students not meeting proficiency on one of the data points are required to attend an afterschool academy; Credit Recovery and/or The Academy for Achievers. Additionally, to assist with indicator code 76 and 78 (DMI), the Advanced Academy was instituted to move students toward an Advanced Designation diploma. Student achievement data is reviewed monthly and adjustments to pedagogy and curricula are implemented. Some of our afterschool enrichment programs; Auto, Dance, Debate, Japanese, and Game Club integrate academics and skill development through hands on experiences that make learning relevant, engaging and capture student interest. Lastly, a newly hired, full time social worker will be available to meet students during the afterschool programs and visit Extended Learning classrooms for group guidance sessions.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

Representatives were engaged through meetings with the Nepperhan Community Center, PTSA, Advisory Board, college/university partners, teachers, staff, and administration. (PLC, CET, Department/Faculty meetings, Data Team). Meetings continuously review academic progress via Regents data, quarterly assessments, report cards and MAPS, and report card grades. Stakeholders were provided school report cards and data from MAP testing, quarterly assessment and report card information. As such, targeted academic programs were created; Credit Recovery, Advanced Designation Academy, and Academy of Achievers to meet needs of all General Ed, Special Ed, and ELL students. Additionally, our afterschool enrichment programs were developed based on surveying students' interests. Monthly meetings will continue with all stakeholders including the Community Engagement Team and Data Team to evaluate data and make necessary adjustments.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

Focused priorities consist of an 90% graduation rate for 2014 cohort; 5-10% of students graduating with 24 college credits; and 5-10% increase in number of students passing Regents examinations; 45% of students graduating with one or more credits (local indicator, demonstrable improvement)

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

RHS-ECS will foster a culture of safety, support, and social emotional growth through advisories, individual student meetings with Guidance and Administration, and the Data Team's review of suspension and dropout rates. Additionally, we will foster ongoing conversations through weekly Parent/Teacher conferences, Pupil Support team meetings, make grade level weekly presentations to parents regarding academic and social emotional issues, Student of the Month, Come From Behind Program, Perfect Attendance Program. Also, the addition of two full time social workers, parent coordinator and college/career counselor will assist. A Detention Program has been created to address disciplinary issues limiting the use of out of school suspensions and all correspondence to parents are in both Spanish/English, including ConnectEd calls. The Nepperhan Community Center (community organization) provides afterschool enrichment programs that connect academics with relevant hands on experiences. The CET meetings occur monthly and student achievement and attendance are reviewed and programs adjusted. All program offerings are by NYS certified teachers. All aforementioned information is provided to school community via written correspondence and/or ConnectEd messaging, along with school website.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

Assistant Principals have been working with teacher teams since April to align curriculum with CCLS monitored by walk-throughs. Partner meetings are also held to set expectations regarding curricula. 100% of the teaching staff is state certified. Teachers, who are working with students in credit recovery, the Advanced Designation Academy and the Academy of Achievers, are following rigorous curricula that is aligned with CCLS. Credit Recovery is offered Mondays through Thursdays. This program is focused on comprehensive instruction pertaining to a specific content area for students in tenth, eleventh, and twelfth grades, who did not earn credit for core subjects previously taken and failed. These sessions are preparing students for a Regents examination (English, Global History, Mathematics, Science, and U.S. History). Curriculum writing for English 9, US History (Sept. - December), LOTE and ESL commenced in the Spring 2015. The plan was initiated in order for teachers to align learning with CCLS, to meet the diverse needs of students through UDL and to address changes in the NYS Regents exams. RHS-ECS' ongoing focus on literacy is also a factor. This initiative is an ongoing process that allows teachers to review past units and to make modifications where needed. Moving forward, plans are in place to create maps for English 10, 11, 12 and Global Studies 1 & 2 and in the Spring, US History. In addition, The Buy-Back Program offers twelfth grade students another opportunity to fulfill credit-hour requirements to receive credit for a course while preparing for required Regents examinations. Through the Senior Mentoring Program, teachers were paired with twelfth grade students in order to help develop specific skills and enhance knowledge in order for students to successfully complete academic requirements and be college and career ready. Mentors and mentees meet on a regular basis to establish goals, target specific skills, share resources, reflect on progress, and complete college application. Teachers utilize faculty meetings as an opportunity to engage in professional development activities that focus on a monthly instructional focus. Instructional focus will be discussed in post observation conferences as well.

Teachers engage in small Teacher Learning Communities that allow teachers to plan for grade wide initiatives; conduct parent meetings and lesson/unit planning; provide a consistently high-quality and rigorous core academic program; teachers participate twice a month in KLT (Keeping Learning on Track) workshops to improve student engagement and to use formative and summative assessment to drive instruction.

Two of our community partners are located in the building and continuously support students, staff, and families. Yonkers Partners in Education (YPIE) supports our students and families in the area of college and career readiness and preparedness. YPIE continues to implement programs and services for RHS-ECS students designed to increase student motivation and preparedness for college and/or careers. YPIE provides the resources necessary to plan, apply, enroll, and successfully transition to two and four year colleges and vocational programs. This academic year, YPIE provided assistance with the planning and application process through its assistance with college essays and college visits to the College Center. The other partner that is located in the school is the Nepperhan Community Center (NCC). NCC brings programs and services to RHS-ECS students and families via the Gateway Academy. The Gateway Academy is an after school program that provides one hour of academic assistance and one and one half hours of extracurricular activities Monday through Thursday. On "Fun Friday", students have three hours of extracurricular activities.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.



To support personalized learning through differentiated instruction, technological training for teachers will be provided in addition to Study Island, data review monthly, meetings with Title 1 teacher and outside supports to identify student needs and corresponding interventions, Lunch and Learn, and Sarah Lawrence tutors. Strategies such as Thinking Maps, KLT will be incorporated in extended learning time classrooms. Mentoring program where an adult is assigned three students who they track and meet weekly with to provide academic, along with social, emotional support. Our afterschool academies address the following; students with disabilities and ELL students are in the Academy of Achievers, students on the advanced regents track attend the Advanced Designation Academy, students who need to make up credits participate in the Credit Recovery Program and lastly, all other targeted students participate in Regents Review and afterschool Enrichment programs that are content specific. Attendance outreach is done bi-weekly, transcript reviews are done quarterly, visit classrooms to discuss adolescent issues, academic concerns. College process begins in freshman year. Counseling is organized. YPIE offers SAT prep, college application and essay writing forums, FAFSA workshops, college visits and afterschool tutoring.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

Students are provided equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, increase engagement with school as well as establish a foundation for college and career readiness. These programs include the Nepperhan Community Center (Gateway Program), internships, Today's Students Tomorrow's Teachers (TSTT), clubs, honor societies, clubs, community service, college credits, guest speakers, and symposiums which are offered throughout the academic year.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

Common planning time, mandated staff meetings, EdWorks professional development, district professional development, conferences, Early College High School visits, and KLT professional development/Teacher Learning Communities provide opportunities to collaborate with peers as well as improve instructional practices, and promote self-reflection and evaluation. Reflection forms are completed and reviewed by administrator to plan future athletics.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

Data cycles consisting of MAP, Fall/Winter/Spring, pre-tests, mid-term results will be used to evaluate teaching and learning and determine appropriate supports. In addition, Guidance counselors will meet with Assistant Principals to review report cards quarterly.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Resources will be strategically allocated through meetings with CET, sharing allocation of resources, intentional decisions with goals at the forefront, and weekly articulation with District. Data will be included in discussions around decisions. Item skills analysis is examined and students are grouped in freshman class to address skill development.

**Common Leading Indicators Worksheet**

D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y	Y	Y	Y	Y
Student Average Daily Attendance					
Student Drop-Out Rate				Y	Y
Student Credit Accruals (HS Students)	Y	Y	Y	Y	Y
Student Completion of Advanced Coursework	Y	Y	Y		
Student Suspension Rate (Short-Term / Long-Term)	Y	Y	Y	Y	Y
Student Discipline Referrals		Y	Y	Y	Y
Student Truancy Rate		Y	Y	Y	Y
Student Performance on January Regents Exams	Y	Y	Y	Y	Y
Student Participation in ELT Opportunities	Y				Y
Minutes of Expanded Learning Time (ELT) Offered	Y				Y
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"			Y		
Teacher Attendance at Professional Development		Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

**Tenet 2: School Leader Practices and Decisions**

<p><b>Tenet 2 - School Leader Practices and Decisions</b></p>	<p>Visionary leaders create a school community and culture that lead to success, well-being and high academic and sustainable school improvement.</p>	
<p><b>B1. HEDI Rating:</b></p>		
<p><b>B2. HEDI Rating Source:</b></p>		
<p><b>B3. HEDI Rating Date:</b></p>		
<p><b>C1. Needs Statement:</b> 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.</p>	<p>Based upon the data accumulated during the 2017-2018 academic year (i.e. attendance, the number of student school leaders will provide a strategic scheduling system for all grade levels to provide opportunities for more regents diplomas and awards (i.e. principal's list, high honor roll and honor roll, membership in honor societies)</p>	
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By the end of the 2018-2019 academic school year we aim to increase our academic achievements in the area of diploma (10% increase), membership in honor societies (5% increase), honor roll and principal's list (5% increase) by providing additional instructional common planning time for RHS-ECS professional learning communities, Advanced Designation Academy, Academy of Achievers and Regents Review Academies and teacher professional development.</p>	
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Student completion of advanced coursework, PSAT/SAT/ACT scores, student participation in ELT opportunities, student credit accruals.</p>	
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specify who will be responsible for completing each activity; who will participate in each activity; how often each activity will occur. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>9/1/2018</p>	<p>6/1/2019</p>	<p>Weekly grade level common planning meetings</p>
<p>11/1/2018</p>	<p>6/1/2019</p>	<p>Quarterly analysis of the level 2 cohort reports, cognos reports, attendance, suspension, marking period, honor roll, personal improvement plans (PIPs) by students, parent meetings, referral to Credit Recovery Program, AP grade level team meetings - Analyze students failed two or more classes each marking period, re-enrollment (follow up each marking period to see your tier 2/3 students. Restorative meeting with students/families.</p>
<p>12/1/2018</p>	<p>1/1/2019</p>	<p>Analysis of PSAT/SAT/ACT scores - conducted by guidance department and Yonkers Partners in Education (YPIE) reports, skill/students progress, leverage college board curriculum and Khan Academy to do SAT prep in common planning time</p>
<p>9/1/2018</p>	<p>ongoing</p>	<p>Recruiting new and monitoring current Honor Society members - by advisors. Expand number of students, professional development, assemblies, inviting parents.</p>
<p>9/1/2018</p>	<p>ongoing</p>	<p>Provide ELT (Extended Learning Time) to students in order to scaffold academic achievement. Menu include</p>
<p>1/1/2019</p>	<p>8/30/2019</p>	<p>Analysis of Regents Tracker Report - administration</p>

**Problem of Practice Instruction and Leadership**

**Instructional practices and decision-making** In order to address the gap between what students know and need to know, instructional practices must be consistent

Instruction for at-risk student populations. The Regents scores, quarterly assessments, classroom walk throughs and data analysis to provide our staff on-going professional development in implementing relevance and real world applications. As a result of collaborative stakeholder meetings, the staff will engage in year-long professional development cycles, which consists of: teacher questions, inquiry learning, formative assessment, thinking maps,

and data collection. APPR process and common planning time agendas will serve as primary monitoring and data collection. SMART Goal. We seek to observe the implementation of key strategies such as accountable talk, inquiry, and data analysis. 18-19 school year which will result in a 5% increase in regents scores, quarterly assessments, mid-terms and end-of-year assessments, online referrals, formal and walk-through observations, teacher surveys (pre & post), APPR process.

**Instructional practices and decision-making** In order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for each activity; how often each activity will take place; and the intended impact of each activity. This activity should be written in its own cell.

Instructional practices and decision-making will be increasing staff participation beginning in September and continuing throughout the year in monthly meetings, and after school PD workshops offered a few times each month. Some of this PD will concentrate on deepening academic understanding. Professional development menu - specific quarterly topic, audit during the year, and then address student needs.

Instructional practices and decision-making standardized testing data.

Instructional practices and decision-making for student - student to student), accountable talk - Hess/Depth of knowledge/Bloom taxonomy, and team. Use DASL learning walk protocol.

Instructional practices and decision-making above

