

LEA Name:	Yonkers City School District
LEA BEDS Code:	662300010000
School Name:	School 13

ENTER DATA INTO ALL YELLOW CELLS.

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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’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 Designee		Rev. Steve Lopez	

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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 (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.
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 website and 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 Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
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.

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 increase in performance results at School 13 over the past year for ELA and Math has been attributed to an increase in differentiation of instruction, incorporation of more technology into everyday learning, the structuring of daily lessons to be more student centered, the incorporation and continuation of our after school academic program, partnering with Junior Achievement at the beginning of our YASA program along with other partners such as ANDRUS, and intentional/direct professional development trainings.

- 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.

During the mid-year school progress monitoring review, the team noted that differentiation and rigor were not regular, consistent practices across all grade levels. The team created a PD series for all teachers and an inter-school visitation schedule. PD and visitations will continue in 18-19.

In developing the CURRENT YEAR'S plan:

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

1. Creating a safe, warm welcoming school environment that promotes school community and well being
2. Teacher collaboration
3. Student Celebrations based on community service and academic achievement
4. Distributive Leadership

- 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 school leaders have worked with the school community to develop and promote goals/mission/vision that drive and bring about sustained school improvement through holding various events that invite parents to acquire and understand the information that promote the rigorous goals and mission statement of our school through the data from student assessments. In addition, parents are also provided the opportunity to attend workshops that promote the continuation of learning outside the classroom at home. Through the use of school wide, grade-level, and individual class data to drive instruction the school leaders are able to make it clear that the entire school community are important stakeholders in the long-term vision and priorities of the school.

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

Maintain and continue to raise over all student achievement including all subgroups. Make AYP and/or meet progress with an emphasis at elementary level. A specific focus on Black, Hispanic, and economically disadvantaged subgroups' performance at all levels.

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

- Our successful YASA program has enticed students through interdisciplinary learning.
- Teacher leaders have been identified through formal observations and will model and scaffold lessons for teachers requiring more assistance in differentiation through their observations
- Students are grouped using MAP data to create instructional groups
- Grades 4-6 continue to departmentalize to target specific subject areas

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

PD will be provided in the following areas: Restorative Practices to employ solutions not suspensions school wide, Data Analysis to improve classroom instruction, implementing math modules at a larger scale, next generation science standards, and differentiating instruction to improve instruction for all learners.

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

Newsletters, Connect Ed, Mailings, Website, Classroom Dojo.

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

School website

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions		Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	May 16-18, 2017	
B2. DTSDE Review Type:	District-led	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Aligning with the District's goals and a survey provided to staff members at School 13, an evidence-based system/ structure based on the analysis of data is needed for the purpose of examining and improving practices. From this, teachers will provide intentional instruction to assure student success based on the District FOCI.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 30, 2018, the School Leader will continue to work closely with the Community Engagement Team to strengthen accountability for all stakeholders by creating a set of goals, benchmarks and outcomes for all of the school initiatives: development of the STEAM magnet, community building, communication within School 13 stakeholders, and professional development for differentiated instruction, RTI and restorative practices resulting in a 10 percentage point increase on the SED ELA and Math assessments.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	ELA and Math scores for all students, increase in family engagement, APPR ratings for teachers, Professional Development participation/implementation as evidenced through sign in sheets formal/informal observations.	
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August, 2018	June, 2019	The CET will meet bi-monthly to discuss, assess and revise school-wide systems/structures as determined by ongoing data analysis. This will promote ownership and accountability for all stakeholders as the CET members are representative of the whole school community. All CET team members are responsible for completing this activity.
August, 2018	June, 2019	The Data Team will meet bi-monthly to discuss, assess and revise school-wide systems/structures as determined by ongoing data analysis. This will assess the school's commitment to intentional instruction.
August, 2018	June, 2019	100% classroom teachers/teacher assistants/teachers' aides will engage in administering and analyzing the MAP assessment. Additionally, they will use the MAP continuum to assist in providing intentional instruction through differentiated instruction.
August, 2018	June, 2019	The staff of School 13 will work effortlessly with our partners to strengthen the implementation of the NYS Modules. This will be accomplished through bi-monthly professional development workshops, utilizing congruence meetings, and participating in classroom observations.
August, 2018	June, 2019	The staff of School 13 will engage in weekly professional conversations and analysis of data to carefully watch the progress of students in the various subgroups, especially those students focused on in the district's movement, My Brother's Keeper.
September, 2018	June, 2019	The administration will engage in social media (ie Twitter) weekly to enhance communication between all stakeholders of the community of School 13.
August, 2018	June, 2019	All staff members will continue to expand their knowledge concerning implementing differentiated instruction strategies through participation in professional development workshops, congruence meetings, and a professional book club.
August, 2018	June, 2019	Professional development will focus on aiding students in being accountable for their learning by providing the teachers with a foundation on Learning objectives, Learning Targets and Goal Setting.
September, 2018	June, 2019	Administration will ensure that all stakeholders understand the new District Code of Conduct and the district initiative, Restorative Practices, as they correlate, through assemblies and professional development workshops. (socio-emotional)
August, 2018	June, 2019	Professional conversations, formal and informal observations will be ongoing for all teachers by school administration. This will continue to provide accountability and promote consistent monitoring of the effectiveness of professional development provided.
August, 2018	June, 2019	The RTI team will meet bimonthly to analyze specific student's data. They will also present to the remaining staff on the process and suggested strategies.

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.
B1. Most Recent DTSDE Review Date:	May 16-18, 2017	
B2. DTSDE Review Type:	District-led	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	After an analysis of student data, focus interviews and the DTSDE report, School 13 leaders and teachers recognize the importance of implementing a more rigorous and challenging curriculum, including project -based learning, center-based learning, higher-order thinking skills, emphasis on writing in all content areas and differentiated instruction and learning groups. The team concluded that there is a need for more intentional and specific professional development to address these areas, including, but not limited to, accountable talk with colleagues and administrators and the sharing of student work, curriculum maps and data during PLCs (Professional Learning Communities).	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 10, 2018, School 13 leaders and teachers will design a systemic PD Plan with goals, benchmarks and clearly delineated outcomes and a monitoring schedule in order to create a clear path to improvement for all stakeholders resulting in all subgroups meeting SED targets on the 2019 ELA and Math assessments.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	APPR evaluations PLC notes and agendas MAP, ELA and Math results	Feedback from instructional partners
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October, 2018	June, 2019	Teachers will use curriculum maps daily that are aligned to NYS standards. They will implement the shifts as the school moves toward NGLS (New Generation Learning Standards).
Aug-18	6-Sep-18	School administration and the PD Committee will create a PD plan with goals, benchmarks and monitoring schedule.
September, 2018	Sep-18	School administration and the PD Committee will share the PD plan with all staff on the opening days of school.
September, 2018	June, 2019	In November, January and May, school administration and the PD committee will review leading indicator data to monitor progress toward reaching the goals in the PD plan.
September, 2018	June, 2019	Teachers will participate, weekly, in PLCs with administrators and colleagues to review and analyze student data and student work and to share practices and effective strategies to promote learning.
September, 2018	June, 2019	Teachers will analyze formal and informal student data to inform instruction and groupings.
September, 2018	June, 2019	Teachers will use rubrics from Engage NY to grade student work and provide actionable feedback.
September, 2018	June, 2019	Teachers will utilize weekly common planning across grade levels, including the use of common assessments/exit tickets from NYS modules, MAP, observation checklists and standardized tests.
September, 2018	June, 2019	Teachers will post rigorous student work on bulletin boards monthly that display a task, standards met, desired targets, rubric used to assess the work and purposeful feedback.
September, 2018	June, 2019	Teachers will share school goals and collaborate with instructional partners to support the goals: EL (Expeditionary Learning), JCY reading buddies, and Groundwork Hudson Valley.
September, 2018	June, 2019	Teachers will participate in weekly professional development workshops and will have the opportunity to attend afterschool professional development in School 13, two times per month.
September, 2018	June, 2018	Teachers will use learning targets to introduce the lesson, maintain focus during the lesson and review at the the end of the lesson to ensure explicit instruction and to promote more effective understanding.
September, 2018	June, 2019	Teachers will continue to incorporate STEAM activities to support the curriculum and to promote rigor and higher-order thinking.
September, 2018	June, 2019	Teachers will continue to use KLT formative assessment strategies to check for understanding during lessons.
September, 2018	June, 2019	Teachers will use NYS Math Modules on all grade levels and NYS ELA Modules will be made available for teachers' use.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	May 16-18, 2017	
B2. DTSDE Review Type:	District-led	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	During the District classroom visits on the DTSDE review, the review team saw evidence of grouping and differentiated work in some classrooms. In these classrooms, groups worked on the same activity, while others had work designed for the specific needs of the group. Student work did not have actionable feedback posted on it. The schol leaders and PD Committee stated that there is a need for using standard protocols to analyze student work and providing actionable feedback using standards based rubrics..	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 31, 2018, School 13 administration will have delivered the first phase of professional learning to faculty. The first phase of PD will address: the inquiry cycle, accountable talk/higher order questioning and actionable feedback, and writing in the content areas resulting in a 5 percentage point increase in the Reading and Math schoolwide RIT score from the Fall to Winter MAP results.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional development evaluations Student data walls	Results from teacher evaluations MAP Reading and Math results by subgroup
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October, 2018	June, 2019	Teachers will participate in weekly Professional Development of targeted needs provided by administrators, colleagues and instructional partners
September, 2018	June, 2019	Teachers will participate in weekly Congruence grade level and vertical team meetings. In these meetings, teachers will meet with administrators and grade level/multi-grade level colleagues to discuss goals for targeted students, analyze student, class data and instruction practice. They will also share best practices regarding learning targets and differentiated instruction.
September, 2018	June, 2019	Teachers will use RTI techniques to meet individual instructional academic and behavioral needs of students.
September, 2018	June, 2019	Teachers will continue to utilize KLT (Keeping Learning on Track) formative assessment strategies.
September, 2018	June, 2019	Teachers will continue to use "I can" statements for students' targets so that instructions are explicit.
September, 2018	June, 2019	Teachers will utilize the MAP learning continuum when analyzing data (RIT scores) to enable them to effectively create differentiated learning groups and set targets and goals for students' individual needs.
September, 2018	June, 2019	Teachers will partner with JCY reading buddies program.
September, 2018	June, 2019	Teachers will have the opportunity to participate in an afterschool Book Club, twice a month, to focus on instructional practices.
01-Aug-18	30-Jun-19	District Data Dept. will implement, calibrate and train the school building leader monthly on standardized district rubrics centered on the three problems of practice (norm/common understanding using walkthrough tools, The NYSUT and MPPR rubrics).
01-Sep-18	30-May-19	School building leader and the PDC will train teachers bi-monthly on standarized district rubrics centered on the three problems of practice.

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 16-18, 2017
B2. DTSDE Review Type:	District-led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The DTSDE report cited a need for school goals and systems to monitor student social and emotional development.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By November 2018, the school based support team (PPS) with District support will conduct refresher training on Restorative Practices and develop a system to monitor student social emotional developmental health data resulting in a 2% increase in student attendance and a 1% decrease in suspensions.				
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Student suspension rate (short-term / long-term)</td> <td style="width: 50%; border: none;">School climate survey</td> </tr> <tr> <td style="border: none;">Andrus referral report</td> <td style="border: none;">Chronic Absenteeism</td> </tr> </table>	Student suspension rate (short-term / long-term)	School climate survey	Andrus referral report	Chronic Absenteeism
Student suspension rate (short-term / long-term)	School climate survey				
Andrus referral report	Chronic Absenteeism				

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2018	June, 2019	Teachers and PST staff will meet according to the referral timeline to discuss, support and monitor students. At the follow-up meetings, re-assessment may occur and interventions may be continued and/or changed.
September, 2018	June, 2019	Teachers will appoint students for the Student of the Month program as they successfully meet the socio-emotional/behavioral criteria.
November, 2018	January, 2019	The school climate survey will be administered to establish benchmarks.
September, 2018	June, 2019	Teachers will refer students to Andrus, when needed, and will collaborate with Andrus for student and family emotional support.
September, 2018	June, 2019	Teachers will provide parent workshops to assist them in supporting their children.
October, 2018	November, 2018	Teachers will receive professional development reviewing the Restorative Practice model.
October, 2018	May, 2019	School 13 administrators will establish a system to monitor student chronic absenteeism monthly in order to improve student learning and identify student/family needs.
September, 2018	June, 2019	School 13 will continue positive and productive partnerships with Andrus, SMILE Dental, and JCY reading buddies.
September, 2018	June, 2019	School 13 will continue the Helping Hands initiative whereby upper grade students assist lower students at lunchtime and dismissal.
September, 2018	June, 2019	Students will continue to participate in student government, the school newsletter and yearbook committee.
September, 2018	June, 2019	Students will participate in Spirit days each month to promote our community initiative and to celebrate together.
September, 2018	December, 2018	Teachers will continue to receive RTI professional development for better implementation in order to support students' academic and behavioral needs.