

LEA Name:	Yonkers City School District
LEA BEDS Code:	662300010000
School Name:	School 23

ENTER DATA INTO ALL YELLOW CELLS.

### 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Michael G. Walpole	Title	Principal
Phone	914-376-8445	Email	<a href="mailto:mwalpole@yonkerspublicschools.org">mwalpole@yonkerspublicschools.org</a>
Website for Published Plan	<a href="http://www.yonkerspublicschools.org">www.yonkerspublicschools.org</a>		

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	

### School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

**Instructions:** List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 1, 2018	School 23	Jan-19	School 23
May 8, 2018	School 23	Mar-19	School 23
May 15, 2018	School 23		
May 22, 2018	School 23		
May 31, 2018	School 23		

Name	Title / Organization	Signature
Michael Waipole	Principal	<i>Michael Waipole</i>
Theresa Abate	Assistant Principal	<i>Theresa Abate</i>
Fran Olmos	ENL Teacher	<i>Fran Olmos</i>
Denise Duran	CSEA	<i>Denise Duran</i>
Wendy Rodriguez	Teacher	<i>Wendy Rodriguez</i>
Natalie Pacheco	Parent	<i>Natalie Pacheco</i>
RoseAnne Alessy	Teacher	<i>RoseAnne Alessy</i>

## 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.
  
- 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) 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).

Quarterly Mock Assessments in ELA with data breakdown, assessment, and adjustments by teachers

- 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.

- Strategic groupings and regroupings for different levels of students for adapted curriculum
- Professional development for teachers based on information obtained through formal and informal evaluation

In developing the CURRENT YEAR'S plan:

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

Increase Differentiated Instruction across grade levels  
Increase Higher Order Thinking across grade levels  
Increase use of rubrics to assess comprehension across grade levels  
Increase tiered vocabulary across grade levels

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

Build in teacher planning, implement Restorative Practices to assist with social and emotional needs, increase parent involvement and engagement.

- 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.

School 23's mission is to create a positive school culture that promotes mutual respect – among students and staff – and to foster an environment in which students know they are loved, capable, and smart. At School 23, students will be held accountable for their learning and actions while they develop the skills necessary for college and career success and learn the importance of good citizenship and a positive attitude, with the over-arching goal of graduating successful, confident students. The school needs are aligned to the mission as we continue to hold students accountable for their learning through their personal goals and including skills needed in future college and careers during daily instruction.

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

The school was identified for the All Students group . The target will be to move 10% of the students from Level 2 to Level 3. However, the subgroups School 23 will focus on include: Black/African Americans, Hispanics, Students with Disabilities, Economically Disadvantaged students.

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

The school will create a school climate and culture committee to organize, implement, and evaluate all programs and school systems. The committee will be held accountable for collecting and analyzing data within a specified timeline. The Family Engagement Team will also be involved in the roll out and implementation of programs and events that include parents and community partners.

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

Lack of substitutes  
Lack of a full time Pupil Support team  
Parent involvement and engagement

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

Restorative practices - to assist with student social and emotional needs. Data analysis and student goal setting. Differentiated instruction.

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

Newsletters, Connect Ed, Letters, Classroom DoJo, School website

- 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

<b>Tenet 2 - School Leader Practices and Decisions</b>	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.
<b>B1. Most Recent DTSDE Review Date:</b>	October 25 and October 26, 2016
<b>B2. DTSDE Review Type:</b>	IIT

<b>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.</b>	During the IIT visit to School 23, the IIT found that the school needs a formal system to monitor student growth and development.
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<b>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.</b>	By October 2018, the School 23 leadership team will utilize a Standard Research-Based Data Protocol (SRBDP) in order to target student skills development and growth. Findings will be used to make adjustments to instruction and social-emotional supports for students. An expected shift in data sets will be presented as benchmarks for inclusion in this protocol and are anticipated as follows for the 2018-2019 academic year: Chronic Absenteeism - 3-5% point decrease; Suspension Rates - 10% decrease; NYSED 3-8 ELA/Math (10% point decrease in students performing at Levels 1 and 2; Growth on K-2 ELA and Math MAP assessments; 10% point decrease in students performing at Levels 1 and 2; NYS Assessment Participation Rate of 95%; Referrals to special education -10% decrease.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) MAP Scores Teacher Average Daily Attendance Rate Teacher PD Evaluations
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
Aug-18	Nov-18	PDC Team will develop a comprehensive, systemic PD plan with a focus on: Increased Differentiated Instruction across grade levels
Sep-18	Jun-19	Administration and Title I teacher will work with the teachers to increase tiered vocabulary across grade levels
Sep-18	Nov-18	PDC Team and Administration will consult with the District content specialists and determine how they can assist with implementing the PD plan
Sep-18	Jun-19	Administration will hold monthly data team meetings
8/15/2018	8/31/2018	During PPLCs (9/15, 9/20 & 9/21), district and all school leaders will review specific data sets (leading indicators) school leaders will use during the 2018-2019 school year, to determine student skill development and growth towards proficiency.



### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 25 and October 26, 2016
<b>B2. DTSDE Review Type:</b>	IIT

<b>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.</b>	According to the DTSDE Report, there is a need for designated time for meetings for all staff to focus on collaborative planning for rigorous student learning. The school leader should assign the coach, teacher leaders, and school leaders to support the planning.
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<b>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.</b>	By September 2018, the school leader will create a schedule that will provide common and congruence planning by grade level and vertically to allow for consistency across grade levels and sharing of best practices with the expectation that each team will create one interdisciplinary unit each marking period aligned to the new curriculum maps in the content areas.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Planning logs and minutes, teacher attendance rate, student projects that span various disciplines, rubrics for student work, student MAP Reading and MAP results - Fall, Winter, Spring

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
8/1/18	9/1/18	Administration will create detailed congruence and common planning schedules that will enable grade teachers to meet weekly and vertical grades monthly. SWD Teachers should meet with their grade levels and monthly as SWD only.
9/1/18	6/1/19	Administration will submit sub request forms as needed to allow for congruence planning (weekly and monthly)
10/1/18	6/1/19	PDC with the school leader will facilitate PD during 8:05 session for all teachers for examining student work and achievement. The District will be able to see consistent tools for measurement across grade levels.
9/1/18	6/1/19	Administration will meet with teacher leads weekly to review congruence meeting agendas to ensure continuity and meeting goals.
9/1/18	6/1/19	All Pre-K -2 Teachers will attend monthly District PD on center-based learning to increase the active use of centers in the classrooms and to meet the NYS Learning Standards.
9/1/18	6/1/19	PreK-2 teachers will make visits to other schools in the District with exemplary student centers.

9/1/18	6/1/19	After each marking period, school leaders will work with District content specialists to review and provide feedback to teachers on the units.
9/1/18	6/1/19	Twice during the school year, dates TBD, the school will hold a learning walk for parents to view and question student work.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 25 and October 26, 2016
<b>B2. DTSDE Review Type:</b>	IIT

<b>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.</b>	In the DTSDE report, the IIT stated that there was a need for Instructional practices to foster higher-order thinking skills and creativity.
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<b>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.</b>	By October 31, 2018, School 23 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.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile Student Average Daily Attendance Teacher Observations and Walk Throughs Fall and Winter Reading and Math results
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Sep-18	Jun-19	School Leader and Family Engagement Team will create instructional partnerships with community and educational organizations to provide enrichment opportunities for students.
Oct-18	Jun-19	School leader will assign an experienced teacher to those teachers that require additional PD on the stated areas (as needed).
Oct-18	Jun-19	Administration will provide partners with a clear understanding of school goals and focused objectives. Partners will submit monthly supports with activities supporting school goals. All partners will be evaluated by the staff and administration at the end of the contract.
Nov-18	Jun-19	Teachers who used Mystery Science during 17-18 school year will enter phase two of the science initiative during the 18-19 school year. Administration found that this program fostered higher level thinking and rigor when implemented with fidelity.
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 standardized district rubrics centered on the three problems of practice.
01-Aug-18	30-Sep-18	The school leader's SSS team will guide the school leader and his team in refining the school based PD plan addressing implementation of District focus areas as they apply to this school.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		October 25 and October 26, 2016
<b>B2. DTSDE Review Type:</b>		IIT
<b>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.</b>		According to the DTSDE Report, there is a need to create a systemic PD plan to refresh all staff on Restorative Practices as a programmatic support as well as schoolwide training so teachers can learn strategies they can use to address students' social-emotional health issues.
<b>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.</b>		By October 1, 2018, School 23's leadership team and PDC will refine the PD plan to include sessions on Restorative Practices and other classroom strategies to address students' social-emotional health issues resulting in 5 less suspensions for the school year and a 5% reduction in chronic absentees.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Chronic Absenteeism
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Nov-18	Mar-19	Teachers will receive continued educational workshops during 8.05 and after school as stated in the PD plan with attendance monitored by school administration.
Oct-18	Jun-19	Daily, teachers will use restorative circles in the classroom as a solution to suspension.
Oct-18	Oct-18	The school leader and pupil support staff will conduct outreach to Westchester County Mental Health Dept. to provide workshops and speakers for students, families and staff.
Oct-18	Jun-19	The PST Team will conduct quarterly parent workshops on socio-emotional health and community resources to inform parents.
Oct-18	Jun-19	The Data Team with the school leader will develop a data sharing protocol for all parent/teacher conferences to empower parents to advocate for their children.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
<b>B1. Most Recent DTSDE Review Date:</b>	October 25 and October 26, 2016	
<b>B2. DTSDE Review Type:</b>	IIT	
<b>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.</b>	After a review of school demographics, teacher and PST parent meeting anecdotes and translator requests, the school needs to identify all home languages for families and the best method of communication for each family in order to increase family involvement and engagement.	
<b>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.</b>	By September 30, 2018, the School Leader will put a system in place that allows for increased reciprocal communication between the school and community resulting in a 10% increase in parent involvement in school decision making and events.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys Parent and Partner Sign-in Sheets Family Engagement Meeting Minutes and sign-in sheets	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/1/18	11/1/18	The school leader will establish a Family Engagement Team
11/18/18	5/1/19	The Family Engagement Team will ensure that there are parent and student workshops that are held on the evenings/weekends
10/1/18	5/19/19	The Family Engagement Team will hold events at alternate locations through out Yonkers to reach more parents ( twice a year)
10/18/18	5/1/19	The school leader and Family Engagement Team will continue to outreach to CBOs to facilitate workshops for parents on students of interest to the School 23 families
10/1/18	5/1/19	Title I and Title III teachers will conduct parent workshops to inform and educate parents on academic expectations. These will be held quarterly
10/1/18	5/1/19	All teachers will hold Parent/Teacher conferences to discuss individual student growth and progress - held at least twice a year.
10/1/18	6/1/19	The Family Engagement Team will work with all grade level teachers to design school sponsored events that will enhance family engagements. Bimonthly (every two months)
9/18/18	6/19/19	The school leader and support staff will create a school calendar of events and newsletters that are shared with all families.
9/1/18	10/15/18	The Family Engagement Team will create and administer by October 15, 2018 a Connect Ed survey to identify parent availability