

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

DRAFT

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Steven E. Murphy	Title	Principal
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Website for Published Plan			

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			
President, B.O.E. / Chancellor or Chancellor's Designee			



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.

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)
September 27, 2018	WHS29 CONFERENCE ROOM		

Name	Title / Organization	Signature
MR. STEVEN MURPHY	WHS29 - PRINCIPAL	
DR. CAROL BAIOTTO	WHS29 - Assistant Principal	
MRS. YVETTE RIVERA-DIAZ	WHS29 - Assistant Principal	
MR. STEVE NABER	WHS29 - Assistant Principal	
MS. SANDRA MACE	UNION REPRESENTATIVE	
JESSICA MENCHINELLA	Teacher	
ERIKA TRAVIN	Teacher	
MICHELLE MACDONALD	Teacher	
MARCOS MORALES	PTA	
JENNIFER VILLA	PTA	

School Information Sheet

School Information Sheet							
Grade Configuration	PK-8	Total Student Enrollment	659	% Title I Population	78.5	% Attendance Rate	91.4
% of Students Eligible for Free Lunch	63.8	% of Students Eligible for Reduced-Price Lunch	3.8	% of Limited English Proficient Students	7.4	% of Students with Disabilities	25.5

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.42	% Black or African American	27.41	% Hispanic or Latino	48.53	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	14.27	% Multi-Racial	1.4

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	77	Math Performance at Level 3 and Level 4	83	Science Performance at Level 3 and Level 4	39	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

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

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

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

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

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In reflecting on the **PREVIOUS YEAR'S PLAN**:

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

Committee meetings (VIBES, Events, Data, SDM, PDC), Student achievement, Student voice

• 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.

Winter MAP, modification of Walkthrough and formal indicators, data review by data committee

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

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

Congruence schedule established to include K-6; "Moderate increase in technology use, "Increased use of Donors Choose by teachers to support classroom technology resources.

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

Student writing, Questioning, Accountable Talk, Differentiated Instruction

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

Educating Students to be Today's Learners and Tomorrow's Leaders - high academic expectations

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

Writing- RAP strategy, Math- Math sprints weekly K-8

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

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

Time, coverage, personnel constraints

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

Scheduled 8:05 meetings every Wednesday Oct. - June, District P.D.

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

Connect Ed voice calls, Mailings, School Website, Twitter

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

• 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.

Work with K teachers, trip and events, Formal parent / student transition program in June

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
Student Average Daily Attendance					Y
Student Drop-Out Rate			Y		Y
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	Y				Y
Student Discipline Referrals		Y			
Student Truancy Rate	Y				Y
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities	Y				Y
Minutes of Expanded Learning Time (ELT) Offered	Y				Y
Teacher Average Daily Attendance Rate			Y		
Teachers Rated as "Effective" and "Highly Effective"		Y			
Teacher Attendance at Professional Development			Y		
Parent Attendance at Workshops/School Functions					Y
Parent Participation in District/School Surveys					Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The primary need to be addressed during the 2018-2019 school year is the continued work of a sustainable culture of collaboration, teamwork, and high expectations to enhance student learning. Implementation and regular use of curriculum MAPS in ELA, Math, Science and Social Studies.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, minutes of the Data committee meetings will reflect the implementation of work done by teachers and administrators demonstrating the enhanced work with curriculum MAPS and modules in grades K-8. Walkthrough and Formal observations will reflect the work exhibited in the classrooms. Teachers will continue to engage and inform parents.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	MAP Data NYS Data Math Sprints RAP Activities
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-18	Jun-19	8:05 Committee Meetings (Data, Events, VIBES) - Committee members with an administration. Meetings will be held once a month (when applicable) during the designated time on Wednesdays.
Sep-18	Jun-19	Classroom and hallway bulletin boards will reflect student work and academic standards.
Sep-18	Jun-19	SDM, PCD meetings as required
Aug-18	Jun-19	Cabinet meetings- weekly

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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	ELA and Math work still exists to increase student achievement to proficiency and mastery. For the 2018-2019 school year, there will be a focus on strategies to enhance student writing; as well as, the use of open-ended questions for students to think critically and become active learners. All support staff, Title 1, AIS, ENL, Resource will also be expected to focus on writing and questioning strategies. In Math, teachers will use weekly sprints to hone Math fluency in grades K- 8.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During PLC meetings, discussion will focus on writing strategies, open-ended questions, and ways to differentiate activities for classroom lessons. Teachers will meet in vertical teams with the administrator and the minutes of the meetings will reflect the discussion focus on writing and questioning. Teachers will incorporate NYS modules in daily lessons.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly RAP writing Weekly Math Sprints Fall/Winter/Spring MAP scores 5% increase in NYS assessments
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-18	Jun-19	8:05 meetings PLC - vertical team meetings will be held once a month for teachers to discuss strategies for enhanced student writing and use of open-ended questions for critical thinking.
Sep-18	Jun-19	RAP Writing strategy.
Sep-18	Jun-19	Weekly Math sprints to increase Math fluency.
Sep-18	Jun-19	Questioning strategies - focus on open-ended questions.
Oct-18	Jun-19	Monthly PLC meetings for planning/congruence for grade level teachers.
Oct-18	Jun-19	MSP Grant and Bank Street

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Primary need to enhance teacher practices and decisions to address the gaps in student learning that exist within their classroom. This work will be evident in the classroom as the year progresses.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Data team meetings will occur once a month. Committee members will review current data to evaluate and determine the necessary strategies that must be used to increase student learning with school staff. The committee meets under the leadership of an administrator. Minutes provided will reflect ways the gaps continue to be addressed.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Drop-Out Rate Teacher Average Daily Attendance Rate Teacher Attendance at Professional Development
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-18	Jun-19	Data meetings were held to identify strategies for implementation of school-wide RAP writing and weekly Math sprints.
Oct-18	Jun-19	Committee members will evaluate school / student data from the previous year and compare it to the initial assessment scores in MAP and NYS assessments.
Nov-18	Jun-19	Data committee members will discuss the instructional strategies implemented in the beginning of October, and evaluate the effectiveness. Data from teacher/class assessments will be analyzed for shifts in instructional strategies and R&I consideration.
Oct-18	Jun-19	Congruence Meetings - Team and Vertical teams with AP's
Oct-18	Jun-19	Khan Academy, Brain Pop. Various software use through Clever

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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	RTI and Restorative Practices initiatives will continue to be implemented in order to support social and emotional development, as well as to provide a safe and respectful environment to allow learning and academic achievement for all students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In Restorative Practices discussions, RTI, and other behavior interventions will be consistently applied. By June 2019, all staff members will have been trained to effectively implement interventions and strategies in the classroom, as well as lunch and recess.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Pupil Support Team Meetings, Classroom Observations
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2018	September 2018	Review of Professional Development for teachers and staff on Restorative Practices
September 2018	September 2018	Professional Development for school aides on Behavioral Intervention
September 2018	December 2018	Student Assembly for M.S. grades on Cyberbullying and Internet Safety by D.A.
September 2018	June 2019	Student Assembly K-6 each semester
October 2018	October 2018	Participate in Unity Day against bullying (schoolwide)
September 2018	June 2019	PST meeting for student academic/behavioral concerns