

LEA Name:	Yonkers City School District
LEA BEDS Code:	662300010000
School Name:	School 30

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Marjorie Brown-Anfelouss	Title	Principal
Phone	914-376-8590	Email	mbrown2@yonkerspublicschools.org
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 Information Sheet

School Information Sheet							
Grade Configuration	PreK-8	Total Student Enrollment	578	% Title I Population		% Attendance Rate	93.7
% of Students Eligible for Free Lunch	52.60%	% of Students Eligible for Reduced-Price Lunch		% of Limited English Proficient Students	4.80%	% of Students with Disabilities	10.50%

Racial/Ethnic Origin of School Student Population										
% American Indian or Alaska Native		% Black or African American	60	% Hispanic or Latino	237	% Asian, Native Hawaiian / Other Pacific Islander	38	231	% Multi-Racial	

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	0
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	6	Average # of Teacher Absences	2 per day

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		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		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.)

- 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).

• 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.

In developing the CURRENT YEAR'S plan:

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

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

• 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.

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

• 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.

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

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

• 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.

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.		Increase staff overall APPR composite score by 3%.
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.		Analyze data from teacher observation, NYSUT Rubric Scores, student assessments to inform professional practices. From September 2017 through June 2018, school leaders will assist teachers in creating data-based academic/ social-emotional and parent/ community engagement goals and targets and monitor progress towards targets through professional development, instructional rounds, lesson observations and the analysis of student work, NYS 3-8 Math and ELA assessments, Regents pass rate, unit assessments, common assessments, quarterlies, mid-terms, attendance, suspensions, parent engagement outcomes and community school outcomes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Continue school-wide protocol for identifying "core values" by which stakeholders will behave. Student Average Daily Attendance Student Suspension Rate (Short -Term/Long Term) Student Discipline Referrals Student Performance on June/August Regents Exams Parent Attendance at Workshops Parent Participation in District/School Surveys Student Growth and Proficiency rate on NYSED 3-8 ELA and Math Assessments Student Growth on K-8 MAP Assessments Decrease in Referrals to Special Education
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 5,2018	October 15,2018	Professional Development (once monthly) The school leader (s) will share school expectations (based on district expectations) for professional practices, student performance and social-emotional targets and parent and community engagement with staff, faculty and parents, using forums such as; faculty and staff meetings, parent and student orientation, open houses, school website, letters to the school community, and multi-media communications, etc.
September 5,2018	September 18,2017	Data Team Meeting (once every six weeks) The school leader(s) will convene the school data inquiry team to discuss and coordinate the implementation of school expectations for professional practices, student performance and social-emotional targets and parent and community engagement, and identify data needed to be collected, analyzed and acted upon, to determine progress towards meeting expectations. Professional Development needed by teachers to analyze and act upon the findings of identified data sets will also be planned.
September, 2018	June, 2018	Roti Tier Meeting (once per month)
September, 2018	September, 2018	The school leaders will finalize and present a school comprehensive education plan (SCEP)/implementation plan to faculty /staff, that includes professional development on examining student work, examining different data sets related to academic and social - emotional engagement and on meeting students' social - emotional needs using Restorative Practices, Positive Behavior Intervention Supports (PBIS) engaging parents/community. The plan will also include time for teachers to meet in Professional Learning Communities (PLCs) within and across grades and disciplines (staff meetings, grade level teams/departmental meetings, professional development workshops, congruence, administrative meetings, etc.).
October 1, 2018	May 31, 2019	On a weekly basis , school leaders will conduct instructional rounds (using a specific walkthrough tool) and teacher observations (using the NYSUT Rubric) to collect and analyze school data related to the use of student performance and social-emotional data and parent and community engagement data to make adjustments to the instructional core, social -emotional interactions and supports and parent/community engagement. Actionable feedback on using data to maintain or improve the instructional core, student social-emotional well-being, classroom operations/climate and parent/community engagement will be provided to teachers based on finding of the instructional rounds/observations.
October 1, 2018	May 31, 2019	Within monthly school -based Professional Learning Communities (PLCs) school leaders and the data inquiry team will exam student work, student performance and social-emotional data (NYS 3-8 Math and ELA assessments, Regents pass rate, unit assessment, common assessments, quarterlies, mid-terms, graduation rate, attendance, suspensions, parent engagement, and community school outcomes), using specific protocols, to make support/coaching/supervisory/professional development adjustments and evaluation decisions.
November 1, 2018	June 22, 2019	On a quarterly/ trimester basis, the school leaders and members o the data inquiry team will update faculty and staff as well as parents and students on the school's progress towards meting expectations for professional practices, student performance and social-emotional targets and parent and community engagement.

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.		Students will show a 3% point increase in ELA and Math in the 2017/18 NYS Examination
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.		Students will show a 3% point increase in ELA and Math in the 2017/18 NYS Examination
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Use of data to modify instruction for TIER grouping. Differentiated instruction - Lesson activities tailored to students' skills and needs. Give students choices in which they explore content - peer monitoring, editing, conferencing. Students and parents become active participants (invite parents to the classroom). Progress monitoring will include (but not limited to): use of APPR pre and post tests-MAP or district generated, use of grade level/content exit tickets, use of grade level/content common unit/module assessments, use of released 3-8 NYS CCLS exam questions, use of prior Regents Exams, use of online resources, look
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	June, 2019	Teachers and students will use NYS ELA/Math Rubrics to score and examine student responses
September, 2018	June, 2019	Student Exemplars will be discussed by students in class and teachers during congruence and common planning times
September, 2018	June, 2019	Teachers will use congruence and common planning time to analyze data
		Students progress will be monitored through data collection
		MAP testing data will be used to inform instructional practices
		Results from Think Central will be used as additional assessment
		Fog Stone, Bank Street programs will be another assessment tool to be used in Rti Tiers
September, 2018	June, 2019	Principals will implement weekly common planning/congruence PLC's for grade level/content areas to collaborate and share lessons, units, assessments and instructional best practices, to determine effective strategies to increase student achievement. A district template will be given to teachers/principal to codify subsequent instructional interventions to increase student achievement.
September, 2018	June, 2019	Directors of ELA, Math, Social Studies, Science and principals will encourage the use of common assessments across grade levels/content areas based on the use of Engage NY module assessments and exit tickets, prior Regents Exams, Release Questions (3-8 tests) and or school developed common assessments (on line resources may include MAP, Problematic, PARK, Castle Learning, Quizlet etc.)

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.	3 % increase in students' performance on the ELA and Math State Tests Yonkers Public Schools Focus School Crosswalk. Teacher survey, input from the District Professional Development Committee, and anecdotal evidence highlighting communicating where instructional objectives, higher order questioning as one means and assessing student progress towards objectives with the use of protocol, differentiation, structured approaches to reviewing student work using protocols and promoting effective strategies to improve writing in and across all content areas.
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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.	100% of Teacher will engage in professional development to improve student achievement. School 30 will use professional learning communities as the design for inquiry cycles. Effectiveness will be measured by the alignment of instructional adjustments the interventions and supports provided to students as a result of analyzing student work with the use of protocols and the quantity/quality of student voice when using accountable talk structures. Qualitative data sources for measurement will be ratings on the NYSUT Rubric indicators II.4.a and III.2.b and APPR Rubric Domain 2.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance and feed back from teachers. Professional development evaluation forms; Teachers rated as Effective and Highly Effective.

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	June, 2019	Teaching staff will share during 8.05 Morning Meetings best teaching practices as they relate to differentiated strategies from selected professional book.
September, 2018	June, 2019	Teachers examine MAPS and other diagnostic data to inform planning for RTI.
September, 2018	June, 2019	Students will further participate in their learning process by setting goals and set-monitoring their progress through the use of rubrics and conferring with staff.
September, 2018	June, 2019	Teachers will use available resources and manage small group instruction.
November, 2018	November, 2018	Principals will deliver 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.
December, 2018	December, 2018	School leaders and teachers will complete the first inquiry cycle. They will define: 1) new instructional groups and skills for intervention based on, and identified through the RTI process with data driven tiered supports and 2) instructional adjustments needed in the above NYSUT Standards.
February, 2019	February 1, 2019	School leaders and teachers will complete the second inquiry cycle. They will define: 1) new instructional groups and skills for intervention and 2) instructional adjustments needed in the above NYSUT Standards. Schools will complete a mid-year review of the PD plan and adjust the plan as needed.
March, 2019	March, 2019	School leadership will conduct walkthroughs/formal observations with a focus on NYSUT Rubric Standards II.4.a (establishing learning goals with multiple pathways to achievement) and III.2.b (uses questioning techniques to engage students).
April, 2019	April, 2019	School leaders and teachers will complete the third inquiry cycle. They will define: 1) new instructional groups and skills for intervention and 2) instructional adjustments needed in the above NYSUT Standards.
May, 2019	May, 2019	Principal supervisors will review the PD plan implemented throughout the 18-19 school year with school leaders and collaboratively determine:
		Impact and continuation of the PD focus areas for 19-20
		New instructional and PD initiatives for 19-20

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:	June 2-3, 2015
B2. DTSDE Review Type:	IIT

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.	All stakeholders will be aware of school expectations of being responsible, respectful and safe. Use of Restorative Practices and Disproportionality
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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.	10 % decrease in reported incidents involving conflict amongst students
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Good Citizens Awards, DASA

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	June, 2019	Dignity for All assemblies
		Academic Achievement Awards each marking period
		Students selected to be a member of some committees - SDM, Student government
		Monthly Character Education Recognitions
November, 2018	January, 2019	Administer school climate survey to establish benchmarks.
October, 2018	May, 2019	Administration will establish a system to monitor student chronic absenteeism monthly in order to improve student learning and identify student/family needs, e.g., phone calls home, ConnectEd messages