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| LEA Name: | Yonkers City School District |
| LEA BEDS Code: | 662300010000 |
| School Name: | School 5 |

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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|----------------------------|--|-------|--|
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| Website for Published Plan | www.yonkerspublicschools.org | | |

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 inclusion of an Assistant Principal with a great deal of experience with Character development and Restorative practices and the ability to share his expertise.

- 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.

We continue to identify Math Vocabulary and specific Math skills in need of improvement across all grades. In the 2018-2019 school year we will continue to improve and target the areas of need (geometry) including module vocabulary by continuing to implement Math Word Walls in all areas.

In developing the CURRENT YEAR'S plan:

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

Administer benchmark tests K-8 to differentiate instruction; use KLT strategies to improve instruction; Administer MAP testing twice a year; Introduce NYS module Vocabulary to all classes; Staff Development through the District; Use DATA walls to connect students to their learning; Continue to focus on Character Development and Continue Parent Communication through the use of Connect-Ed.

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

To increase critical, individual and school-wide practices through the use of formative assessments; increase formative and summative math assessments; increase student reflection and ownership in learning by having students establish their own goals; analyze NYS Math testing to identify groups and subgroups; examine behavioral referrals and increase parent involvement.

- 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 guiding principal of our school is "Seek The Highest" encouraging students to always do their best and try. This will enable students to develop goals that will govern their learning daily, weekly and by semester. To help students understand their growth we will use DATA and MAP tests which will help students identify their own growth. Continue Character Development Education in order to positively impact the school environment.

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

Students should reach at least 55% of their RIT Growth projection by the end of the year & ESL & IEP holders will reach at least 40% of their RIT Growth Projection by the end of the year in Math.

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

Continuation of School-Wide initiative to implement a Character Education Program and Vertical Teaming for all groups.

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

Lack of resources in technology; limited appropriate staffing; lack of dependable Wi-Fi; large class sizes; staff being pulled to cover and train; increased testing which decreased instruction time for all students. We will work as a team using data having students create their own goals and continue implementing a character program which will focus and involve students on learning and positively restorative behaviors

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

Opportunities through District professional Development offerings, in school math modules training and increase ELA District training and turn-key opportunities.

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

Connect-ed messages, Microsoft 365 e-mails, DOJO, Remind, Fliers, school Web-Site, attending all PTA meetings, Weekly Random Notes, Open House, Attendance at IEP meetings, individual classroom shows & events, Weekly Progress Reports to parents, Weekly Parent Teacher Conferences at parents requests.

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

The plan will be made available through District & School Websites and hard copies will be available in the office upon request.

Tenet 2: School Leader Practices and Decisions

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| 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: | |
| B2. DTSDE Review Type: | |

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| 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 examine the MAP Achievement, Growth Quadrant Summary and New York State Tests the leaders made strategic decisions to organize programmatic, human capital resources listings and using evidence based systems and structures utilizing formative and summative assessments to examine and improve critical individual and school-wide practices defined in the SCEP. |
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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. | Kindergarten - 6th grade will use formative and summative assessment (including bench mark assessments) at the end of units that allow teachers to track progress to arrange classes to pull-out programs that will create smaller groups in an effort to improve student achievement by measuring their Projected Growth Index. All grade levels will use MAP twice a year (fall & spring) |
| 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 participation in ELT opportunities and teacher average attendance rate. |

| 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. |
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| Oct. 18 | 19-Jun | 100% of classroom teachers will administer bench mark test in Kindergarten through 8th grade and use the results to differentiate instruction and increase growth by 5% |
| Sept. 18 | 19-Jun | 80% of the teachers will use KLT strategies daily to improve instruction by engaging 90% of their class |
| 18-Sep | 19-Jun | 100% of the staff including General Ed & Special Ed teachers will utilize IEP's to provide individual instructional modifications |
| Sept. 18 | 19-Jun | Evaluations will identify at least one positive effective practice to help teachers improve instruction |
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Tenet 3: Curriculum Development and Support

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| 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: | |

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| 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. | Teachers implement a comprehensive Math DATA driven system using formative and summative assessment including examining the individual standards to improve instruction for strategic, long-range curriculum planning that involves student reflection, tracking of ownership of learning within and across all grades and subjects. |
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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 October 2018 and February 2019 all staff will utilize the results from Math DATA to plan instruction and determine class pull-out grouping as evidenced by the Growth Achievement Scores. |
| 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 average daily attendance, teacher attendance at Professional Development |

| 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. |
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| Sept. 18 | 19-Jun | Teachers will submit on going scores based on unit test assessments in Math to plan their instructional program |
| Sept. 18 | 19-Jun | MAP Test will be administered twice a year and used to plan instruction |
| 18-Sep | 19-Jun | Teachers will continue to implement Math Modules and the New Standards Vocabulary in all classes to improve their ability to problem solve |
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Tenet 4: Teacher Practices and Decisions

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| 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: | |
| B2. DTSDE Review Type: | |

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| 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. | Teachers will review New York State math grades 3rd through 8th grade and identify groups that show minimal progress (5%). |
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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. | Review the DATA collected from test scores to identify specific factors for each grade level's lack of growth. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Growth Percentile from MAP Tests will be used to identify low income, teachers daily attendance and teachers attendance at Professional Development. |

| 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. |
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| 18-Sep | 19-Jun | All classrooms will have a class goal & individual student goal plans |
| 18-Sep | 19-Jun | 90% of classrooms will have DATA Walls especially focusing on Math Vocabulary |
| 18-Oct | 19-Jun | 70% of teachers in grades K through 8 will use MAP testing, Bench Mark Assessments and KLT Strategies to differentiate instruction and set goals |
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Tenet 5: Student Social and Emotional Developmental Health

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| 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: | |

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| 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. | School Five and its parent community will continue to foster a safe, supportive learning environment in which students' social emotional , intellectual and developmental health is nurtured, by looking at suspension rates and classroom and recess discipline referrals. |
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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. | The Character Program in the lower grades and Restorative practices will decrease suspensions by 5% , decrease the number of repeat offenders by 10% |
| 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; students' average daily attendance; students' suspension rate, parents attendance at workshops and teachers' attendance at Professional Development. |

| 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. |
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| Sept. 18 | 19-Jun | All classrooms will participate in some form of a Character program |
| 18-Nov | | Provide Internet Safety program for 4th - 8th Grade |
| 18-Sep | 19-Jun | Pre-K though 1st will work with the PATH program |
| 18-Sep | 19-Jun | Classes who make their monthly Goal will be recognized by the office and displayed in the Hall of Honor |
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