

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

**ENTER DATA INTO ALL YELLOW CELLS.**

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

<b>Contact Name</b>	Dr. Eileen E. Rivera	<b>Title</b>	Principal
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<b>Website for Published Plan</b>	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 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		Dr. Edwin 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)
9.25.18	135B	9.4.18	135B
10.24.18	133		
01.33.19	133		
05.15.19	133		

Name	Title / Organization	Signature
Dr. Eileen E. Rivera	Principal	<i>[Handwritten Signature]</i> EOD-Principal
Mr. Donald DeMatteo	Assistant Principal	<i>[Handwritten Signature]</i>
Ms. Lauren Ledbury	Special Education Teacher	<i>[Handwritten Signature]</i>
Ms. Elizabeth Harman	Middle School Teacher	<i>[Handwritten Signature]</i>
Mr. Arnaldo Landrau	High School Teacher	<i>[Handwritten Signature]</i>
Mrs. Elena Jacobs	Elementary Teacher	<i>[Handwritten Signature]</i>
Mrs. Elaine Coleman	Parent	<i>[Handwritten Signature]</i>

## 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).

Implementation of Restorative Practices improved adult to student, student to student and adult to adult relationships in our learning community thereby reducing suspensions which improved suspensions and ultimately 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.

Implement Writing Initiative; Direct Vocabulary Instruction; Roll-out of Next Gen Math and Science

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

Increase school-wide math scores on standardized tests

- 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.

Montessori philosophy (student-centered approach)

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

Participation of all students to 95%

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

Targeted Instruction; Implementation of common planning

- 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.

See attached Professional Development Schedule and Topics

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

Vertical Team (PLCs) and Small Learning Community (SLC) meetings for professional development sessions

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

Website, Parent Meetings, phone calls, etc.

- 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

<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>	NA
<b>B2. DTSDE Review Type:</b>	NA

<b>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.</b>	School leaders will continue their own development and growth in Montessori Philosophy and Methodologies. Leaders expanded knowledge of Montessori will increase the leadership teams effectiveness in supporting the YMA instructional program.
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<b>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.</b>	Align resources and professional development for teachers of SWDs and ELLs to CCLS and Montessori approach. goals for SWDs in terms of "urgent" priority.	Review
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Increased implementation of Montessori methodologies in all classrooms.	

<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
September	June	Bi-Monthly faculty PD focused/targeted by Vertical, Horizontal and Departmental terms
September	June	Continued PD in Montessori philosophy/CCLS PD
September	June	CCLS Focus of the Month and Word of the Day
September	June	Direct Vocabulary Instruction (on going)
September	June	Writing Across the Curriculum (New)

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</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>B1. Most Recent DTSDE Review Date:</b>	NA
<b>B2. DTSDE Review Type:</b>	NA

<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>	The curriculum taught at YMA incorporates New York State Curriculum, Common Core Standards and Next Generation Standards, The methodologies and philosophy of education at YMA is expected to be grounded in the Montessori approach. Not all teachers have received updated professional development or training in Montessori philosophy and methodologies.
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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>	Align CCLS w/ Montessori philosophy to achieve a workable balance, esp. for identified subgroup, so that it does not diminish/negatively impact the effectiveness of Montessori Philosophy and/or methodology. Congruence to specifically address the needs of SWDs and ELLs.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Evidence of Montessori methodologies will become more evident in many classrooms. Workplans will be incorporated in all classes.

<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
September	June	Congruence planning time for vertical, horizontal, and departmental teams to meet to align curriculum between CCLS and Montessori
September	June	Plan unit themes, essential questions, and benchmark assessments (intermediate model for implementation)

### 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>	NA
<b>B2. DTSDE Review Type:</b>	NA

<b>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 after SCEP team data analysis. Other applicable data includes, but is not limited to: formative/summative assessment data, survey results, attendance rates, suspension</b>	Input from the District Professional Development Committee, and anecdotal notes from the YMA PD Committee highlight a need for clearly identified Professional Development focus areas that will allow schools to provide coherent and systematic professional learning addressing: communicating clear instructional objectives, higher order questioning as one means of assessing student progress toward objectives with the use of protocols, differentiation, structured Montessori approaches to reviewing student work using protocols, and promoting effective strategies to improve writing in and across all content areas.
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<b>D1. DCIP SMART Goal Tenet 4: Please note school SMART goals must be aligned to the District SMART goals.</b>	By September 2019, the district will have clearly communicated foci for professional development and all school PD Committees will have created a Professional Development Plan addressing the three focus areas: 1) the quantity/quality of student voice when using accountable talk structures, 2) using standard protocols to analyze student work, and 3) providing actionable feedback using standards based rubrics. Effectiveness will be measured qualitatively by observations of cyclical professional learning communities and quantitatively by a 20% movement in teachers rated developing or effective on NYSUT Rubric indicators II.4.a and III.2.b.
<b>D2. School SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented,</b>	Following the district's clearly communicated foci for professional development the YMA PD Committees will revise the Professional Development Plan addressing the foci areas. YMA will continue to use professional learning communities (VT and SLC) 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
<b>D3. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. The school should</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Teacher PD Evaluation Forms  Results from Low Inference Collected

<b>E1. Start Date:</b> Identify the projected start date for each	<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. Specifically describe what each <u>planned activity</u> is; <u>who</u> will be responsible for completing each activity; <u>who</u> will participate in each activity; <u>how often</u> each activity will take place; and the <u>intended impact</u> of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August, 2018	September, 2018	The Principal will structure an admin Professional Learning Community (PLC's) to discuss common Problems of Practice. This PLC will communicate District Professional Development (PD) priorities and guide admins in implementation of District focus areas as they apply to each developmental group (PK-3, 4-6, MS/HS).
October, 2018	October, 2018	YMA Admins will deliver professional learning to faculty. This phase of PD will address: the inquiry cycle, accountable talk/higher order questioning and actionable feedback, and writing in the content areas. (Principal supervisors will monitor implementation during announced school visits.)
November, 2018	November, 2018	School leadership will conduct walkthroughs/formals 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). Evidence to be collected during Cycle 1 evaluations.
December, 2018	December, 2018	Schools 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.
January, 2019	January, 2019	and accountable talk. Principal supervisors/SSS teams will identify patterns in the data and make adjustments to the District PD scope and sequence as needed.



September, 2018	June, 2019	Grade Level and Department Leaders will provide rubrics from Engage NY (3-8) or Regents Scoring Guide (9-12) to teacher teams to utilize to grade and provide actionable feedback on student work.
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, Probematic, PARK, Study Island, Castle Learning, Quizlet, etc.)

## 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>	NA
<b>B2. DTSDE Review Type:</b>	NA

<b>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.</b>	Decrease student suspensions and increase student participation in curricular and co curricular programs including Legacy programs , after school clubs and activities, and intersession
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<b>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.</b>	Implementation of smaller learning communities (PK-3, 4-6, 7-9 and 10-12) and professional vertical teams (see attached). Develop, establish partnerships with outside agencies to support the emotional needs of our students.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Intersession participation in out of school learning opportunities will increase. Student suspension rates will drop by 50% of last years suspension.

<b>E1. Start Date:</b> Identify the projected start date for each	<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. 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	June	Provide professional development on Restorative Practices
September	June	Participation in district-based PD and turnkey work at the school level

## 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>	NA
<b>B2. DTSDE Review Type:</b>	NA

<b>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.</b>	Communication and collaboration between all stakeholders (families, faculty, administration, students) will increase.
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<b>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.</b>	Target communication for SWD and ELLs is English and Spanish increased school partnership (CBA, Colleges/Universities/CLE) Create Focus groups (Teachers, Parents, Students)	Seek
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Increased email usage for the purpose of communications with all stakeholders. YMA website visitation will increase as more information is made available on the website for ALL stakeholders.	

<b>E1. Start Date:</b> Identify the projected start date for each	<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. 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	June	Speak to District regarding: consideration of keeping/returning existing partnership at YMA
September	June	ConnectEd
September	June	Monthly focus group meetings to review activities and data that is taking place during the academic school day
September	June	All stakeholders will use email as a tool for communication
September	June	School and Community information will be shared on the YMA website along with the celebration of community achievement.
September	June	Continued use of school Twitter and Instagram as a vehicle to celebrate successes and accomplishments as well as share information

## 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.