| LEA Name: | Yonkers City School District |
|---|---|
| LEA BEDS Code: | 662300010000 |
| School Name: | Yonkers Middle High School |

**ENTER DATA INTO ALL YELLOW CELLS.**

# 2018-2019 School Comprehensive Education Plan (SCEP)

| Contact Name | Mr. Michael J. Shapiro | Principal | |
|---|---|---|---|
| Phone | 9124-376-8191 | mshapiro@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.**
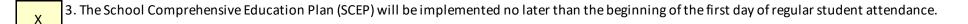
| Position | Signature | Print Name | Date |
|---|---|---|---|
| Superintendent | | Dr. Edwin Quezada | |
| President, B.O.E. / Chancellor or Chancellor's Designee | | Rev. Steve Lopez | |

# Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

| X | 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. |
|---|---|

| X | 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. |
|---|---|

| X | 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
|---|---|

| X | 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) . |
|---|---|

| X | 5. Professional development  will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
|---|---|

| X | 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) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Name | Title / Organization | Signature |
|---|---|---|
| Michael J. Shapiro | Principal | |
| Dr. Alexandria Connally | Assistant Principal/Grade 11 | |
| Kathy Fakhoury | Assistant Principal/Grade 12 | |
| Antonia Falcone | Assistant Principal/Grade 6/8 | |
| Yamile Leon | Assistant Principal/Grade 9 | |
| George Miles | Assistant Principal/Grade 10 | |
| Melanie Vancol | Assistant Principal/Grade 6/7 | |
| | | |
| Christopher Rader | Department Chair/English | |
| Dr. Lesia Kaszczak | Department Chair/Science | |
| Tara O'Sullivan | Department Chair/Social Studies | |
| Ruth Sininsky | Department Chair/Mathematics | |
| Diane Maffei | Department Chair/Foreign Language | |
| Joseph Longo | Department Chair/Physical Education | |
| Angela Argyros | Department Chair/Arts | |
| Roselyn Kendrick-Jones | Department Chair/Guidance | |
| Marcela Lentine | I.B. Coordinator | |
| Divina Espinal | Special Education Liasion | |
| | | |
| | | |
| | | |
| | | |
| | | |

# School Information Sheet

## School Information Sheet

| Grade Configuration 6-8 | | Total Student Enrollment 606 | | % Title I Population 35.1 | | % Attendance Rate 98.4 | | |
|---|---|---|---|---|---|---|---|---|
| % of Students Eligible for Free Lunch 59.9 | | % of Students Eligible for Reduced-Price Lunch 2.6 | | % of Limited English Proficient Students 9.1 | | % of Students with Disabilities .2 | | |

## Racial/Ethnic Origin of School Student Population

| % American Indian or Alaska Native .2 | | % Black or African American 21.9 | | % Hispanic or Latino 56.4 | | % Asian, Native Hawaiian / Other Pacific Islander 6.6 | | % White 14.2 | | % Multi-Racial .7 | |
|---|---|---|---|---|---|---|---|---|---|---|---|

## School Personnel

| Years Principal Assigned to School | | # of Assistant Principals | | # of Deans | | # of Counselors / Social Workers | |
|---|---|---|---|---|---|---|---|
| % of Teachers with **NO** Valid Teaching Certificate (Out of Compliance) | | % of Teachers Teaching Out of Certification Area | | % 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 | | 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 |
|---|---|

## School Information Sheet

### School Information Sheet

| Grade Configuration 9-12 | | Total Student Enrollment 1221 | | % Title I Population 33.5 | | % Attendance Rate 98.6 | | |
|---|---|---|---|---|---|---|---|---|
| % of Students Eligible for Free Lunch 45.8 | | % of Students Eligible for Reduced-Price Lunch 2.5 | | % of Limited English Proficient Students 10.0 | | % of Students with Disabilities .08 | | |

### Racial/Ethnic Origin of School Student Population

| % American Indian or Alaska Native .3 | | % Black or African American 14.2 | | % Hispanic or Latino 48.3 | | % Asian, Native Hawaiian / Other Pacific Islander 16.9 | % White 19.7 | | % Multi-Racial .6 | |
|---|---|---|---|---|---|---|---|---|---|

### School Personnel

| Years Principal Assigned to School | | # of Assistant Principals | | # of Deans | | # of Counselors / Social Workers | |
|---|---|---|---|---|---|---|---|
| % of Teachers with **NO** Valid Teaching Certificate (Out of Compliance) | | % of Teachers Teaching Out of Certification Area | | % 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 | | 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.) |
| X | 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.) |
| X | 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.) |
| X | 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.) |
| X | 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.) |
| X | 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 |
| X | 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.
Academic Vocabulary, Co-Teaching for Bi-lingual Program, Middle Years Program.

• List the identified needs in the school that will be targeted for improvement in this plan.
Increase NYS Common Core ELA/Math 6-8

• 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.
IB Program

• List the student academic achievement targets for the identified subgroups in the current plan.
95% participation in all exams

• Describe how school structures will drive strategic implementation of the mission/guiding principles.
Common Planning Time ELA/Math Congruence 6-8, P.L.C. Meetings

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

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
P.L.C.'s Meetings- Direct Vocabulary, Culture

• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.
Webpage, Connect Ed, Social Media (P.L.C. meeting)

• List all the ways in which the current plan will be made widely available to the public.
Webpage, Connect Ed, Social Media (P.L.C. meeting)

• 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.

# 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 | | | | | |
| Student Average Daily Attendance | | | | | |
| Student Drop-Out Rate | | | | | |
| Student Credit Accruals (HS Students) | | | | | |
| Student Completion of Advanced Coursework | | | | | |
| Student Suspension Rate (Short-Term / Long-Term) | | | | | |
| Student Discipline Referrals | | | | | |
| Student Truancy Rate | | | | | |
| Student Performance on January Regents Exams | | | | | |
| Student Participation in ELT Opportunities | | | | | |
| Minutes of Expanded Learning Time (ELT) Offered | | | | | |
| Teacher Average Daily Attendance Rate | | | | | |
| Teachers Rated as "Effective" and "Highly Effective" | | | | | |
| Teacher Attendance at Professional Development | | | | | |
| Parent Attendance at Workshops | | | | | |
| Parent Participation in District/School Surveys | | | | | |
| Student performance on January and June Regents | | | | | |
| Student performance on NYS ELA/Math Assessments | | | | | |
| Student performance on MAP Assessments | | | | | |
| Student Performance on Title 1 Assessments | | | | | |
| Report Card Data | | | | | |
| Family Academic Conferences | | | | | |
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# 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.** | School Leaders will continue their own development and growth in the Middle Years and Diploma program of the International Baccalaureate Program. The faculty and staff will be active participants in leadership committees to enhance the instructional program at YMHS. |
|---|---|

| **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.** | September 2018 through June 2019, the administration will assist teachers in creating data-based, social emotional and parent community engagement. Through the use of professional development, classroom observations and professional conferences to enhance student achievements. |
|---|---|
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | A. NY Common Core 3-8 ELA and Math Assessment and item analysis.  B. Regents Pass Rates.  C. Logramos Results.  D. NYSESLAT Results.  E. Classroom Observations  F. Graduation Rates  G. MAP Testing 6-9  H. Decrease in Referrals to Special Education.  I. Implementing flexible scheduling as part of I.E.P. Goals  J. Use of P.L.C. to evaluate student work and having instructional consistency.  K. IB Personalized Support Plan for struggling students in grades 11-12. |

| 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. |
|---|---|---|
| 18-Sep | 18-Oct | The use of P.L.C. team meeting expectations will be shared regarding best practices and increase parent involvement. |
| 18-Sep | 18-Oct | Data team will evaluate N.Y.S. Common Core/Regents/Logramos/NYSESLAT Results. |
| 18-Sep | 18-Nov | Bilingual and ENL Team will create an Instructional plan to increase student achievement. |
| 18-Sep | Jun 2019 | Administration to conduct classroom observation to collect data to ensuring it is being used. |
| 18-Sep | Jun 2019 | Monthly P.L.C.'s and Department Meetings to examine student work from Formative and Summative Assessments. |
| 18-Sep | Jun 2019 | Weekly congruence meetings grades 6-8 to evaluate student work, identifying trends and parent communications. |
| 18-Sep | Jun 2019 | |
| 18-Sep | Jun 2019 | Bi-Weekly Administrative meetings discussin the focus of evaluations. |
| Spet 18 | Jun 2019 | Instructional Planning depth of knowledge, questioning, assessment and feedback to faculty. |
| | | Strategies used but not limited to, student voice, vocabulary, accountable talk and inter-class visitations. |
| | | |
| | | |

# 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. | The curriculum taught at Yonkers Middle High Schjool incorporates New York State Curriculum, Common Core Standards and Next Generation Standadrds. The metholgies and philosophy of education at YMHS is expected to follow the Middle Years and Diploma Programs with the IB Program. All teachers and administrators have received updated professional development or training in I.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. | Collaborative planning to develop units and leeson plans that include data-driven instruction protocols to meet the demands of the CCLS must be consisitent and be inclusive of teachers and students with disabilities and teachers of English Lanaguage Learners (ELLs). Create congruence time for teachers planning and lesson studies during the school day. Use P.L.C. and Department meetings with agenda that focus on PD for CCCLs by grade level and content area. |
|---|---|
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | P.L.C. Meetings Administrative and Teacher Conferences. Co-Teaching for English/ENL. Department Meetings, Middle School Congruence Meetings. Curriculum Mapping. Use 3-8 NYS Common Core ELA/Math practice questions. Use of prior Regents exams. Teacher/Student/Parent Surveys. |

| 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. |
|---|---|---|
| Sep-18 | Jun-19 | Co-teaching for Bilingual/ENL Students. |
| 18-Sep | Jun-19 | Grades 6-8 Congruence Meetings. |
| 18-Sep | Jun-19 | Use of P.L.C. Meetings to identify student trends and evaluate work. |
| 18-Sep | Jun-19 | Promoting accountable talk. |
| 18-Sep | Jun-19 | Use of Department Meetings to review curriculum mapping and student work. |
| 18-Sep | Jun-19 | Use of academic vocabulary infused to all content areas. |
| 18-Sep | Jun-19 | Review instructional practices through classroom observations and conferences with a focus on Instructional Planning, Depth of Knowledge and Assessment. |
| 18-Sep | Jun-19 | Implementing curriculum Maps for ELA, Math, Science and Social Studies. |
| 18-Sep | Jun-19 | Analyze data for differentiated instruction, re-teaching and re-grouping. |
| 18-Sep | Jun-19 | Use of graphic organizer to assist in the writing process. |
| 18-Sep | Jun-19 | Explicit vocabulary tiered words for Special Education and Bilingual students. |
| 18-Sep | Jun-19 | Tiered questioning to enhance engagement and discussion. |
| 18-Sep | Jun-19 | Parent programs to support instructional programs. |
| 18-Sep | Jun-19 | Department meetings: review best practices to build consistency through all subject areas. |
| 18-Sep | Jun-19 | IB Student summit prepare 9/10 grade students for the IB Curriculum in their junior year. |
| 18-Sep | Jun-19 | Student workshop on Time Management for student grades. 9/10 in preparation of the IB Diploma Program Years. |
| 18-Sep | Jun-19 | IB student mentor Middle School Students and Bilingual Students. |

# 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:** | December 3 - 5, 2013 |
| **B2. DTSDE Review Type:** | SED Integrated Intervention Team (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. | Review the Districts Professional Development allings with YMHS that indicates that teachers were not consistently holding students to high academic expectations. Evidence collected during class visits and a review of instructional plans indicates only a small portion of classroom teachers asked students higher-level questions that required students to analyze, synthesize or evaluate what they were learning beyond learning content, or demonstrate that they understood what they had just been taught. DTSDE review team also revealed a lack of collaborative planning among teachers to implement data driven instruction (DDI) protocols; in order to facilitate an improved annual yearly progress (AYP) in subgroups (i.e., special education, ELLS) who consistently underperform in the area |

| **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, building leaders will ensure that 100% staff attend professional development that will address the following three focus areas which can be applied across all content areas: questioning techniques, close reading strategies, and answering text based questions with RAPS/ACES protocols, in order to improve our AYP for English Language Arts within all subgroups of students. The YMHS community will use P.L.C. meetings and middle school congruence meetings to evaluate student work to assess the students' comprehension levels and make adjustments when necessary through appropriate interventions and safety nets. |
| **D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal. | Professional Learning Communities, Professional development committee, my learning plan |

| **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 <u>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.</u> |
|---|---|---|
| Aug-18 | Aug-18 | Principal and Assistant Principals will organize Professional Learning Communities (PLC) groups, being sure to include teachers of all content/subject areas. |
| Sep-18 | Sep-18 | YMHS Administration and all educational staff will collaboratively create PLC norms and guidelines for the 2017-2018 school year. |
| 9/18/18 | 9/18/18 | PLCs will analyze plans of lessons and student work against writing protocols. Building leaders will disseminate YMHS English Handbook for students and teachers |
| 18-Oct-18 | 18-Oct-18 | All PLCs will collaboratively review research based strategies, which can be implemented across all content areas, for the following focus areas: (1) questioning techniques (i.e., blooms taxonomy) , (2) reading (i.e., close reading), and (3) answering text based-questions across content-areas (RAPS, ACES) |
| 1-Oct-18 | 19-Jun-19 | School leadership will conduct walkthroughs/formal observations with focus on NYSUT Rubric standards II.2.a (establishing learning goals with multiple pathways to achievement)P and II.2.b. (using questioning techniques to engage students) Administration will focus during instruction on how vocabulary is used to drive instruction. |
| 1-Oct-18 | 1-Nov-18 | Identify students and utilize groupings to move them. There are students that are close to the next performance level that can easily be moved. Teachers analyze data and name target students, Oct- Nov. |
| 18-Oct-18 | 19-Jan-18 | Make data a part of ongoing cycle of instructional improvement. Prioritizing time for data analysis with a knowledgable team which will guide instruction. AIS decisions will be guided by data analysis. Students will understand the skills where they struggle. Organize data team (October). Calendar of assessments (Nov-Jan) AIS implications (Nov-Jan) |
| 18-Oct | Nov-18 | School leadership will define: 1) new instructional groups, 2) instructional adjustments needed in above NYSUT standards |
| 1-Oct | Feb-19 | Involve students in the process. Without student motivation, teachers cannot be successful. Students know their read Theory & MAP level. Students know what work to increase. Oct - Feb 19 |
| 1-Oct | Jun-19 | Congruence meetings, teachers need to review and be consistent on evaluating student work. Teachers will focus on release questions/vocabulary. |
| 1-Oct | Feb-19 | Implement instruction in typing & use of computer resources. Students still struggle with the CBT Logistics of typing and math tools. AIS will use District resource, Typing.com, Midterms will be computer based. |
| 18-Sep-18 | 1-Jun-19 | P.L.C.'s and Department meetings will engage in accountable professsional development talk. |
| 18-Sep-18 | 1-Jun-19 | Admistration focus on observations 1) planning 2) questioning 3) assessment |

# 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: | December 3 - 5, 2013 |
| B2. DTSDE Review Type: | SED Integrated Intervention Team (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. | Due to a lack of building wide social and emotional vision and curriculum, instruction is too frequently interrupted for all students and resources are disproportionally and ineffectively redirected towards crisis intervention. Analysis of school procedures, parent survey data, discipline and suspension data, and the DTSDE review completed in December 2013 indicates that limitations in classroom management procedures and inconsistent implementation of a school-wide behavioral referral structure has resulted in patterns of physical and verbal misbehaviors. |
|---|---|

| 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, 100% school level PST members will be trained in conducting Functional Behavioral Assessments and developing Behavior Intervention Plans in an effort to provided higher quality response to intervention Tier III behavioral and social-emotional supports. |
|---|---|
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Suspension Data, School Climate Survey, monthly referrals. |

| 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 | December, 2018 | All school-level PST teams will receive training (including school psychologists and school social workers) in conducting FBAs, developing BIPs and in progress monitoring of behavior plans by the Director of Academic and Behavioral Interventions and District Behavioralist. |
| September, 2018 | December, 2018 | The Special education department will conduct monthly reviews and monitoring of referrals to special education |
| | | School leadership will establish a system to monitor student chronic absenteeism monthly in order to improve student learning and identify student/family needs. |
| 1-Dec | 1-Jun | Follow-up Meetings with parents/guardians of all BIP/FBA students to ensure students are on task academically as well as emotionally. |

# Tenet 6: Family and Community Engagement

| Tenet 6 - Family and Community Engagement | Family and Community Engagement: 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. |
|---|---|
| B1. Most Recent DTSDE Review Date: | December 3 - 5, 2013 |
| B2. DTSDE Review Type: | SED Integrated Intervention Team (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. | Due to the lack of reciprocal communication with families and community members, a significant number of families do not feel connected to the school resulting in low academic expectations and undesirable behavioral outcomes. The DTSDE review completed in December, 2013 indicated that parents and family members are not provided with sufficient reciprocal communication regarding expectations of the learning standards, student learning goals, behavioral expectations, and enrichment activities, so that they are equipped to support their children and consistently advocate for their needs. |
|---|---|

| 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 October 2017, school building leaders will poll parents through the District Blackboard connect system or an online survey to learn the three best methods of communications with families, share the information with all teachers and establish protocols for the school communication in order to increase parent involvement and engagement by 10% by June as evidenced by parent/PTA sign-in sheets, teacher logs and communication, reports collected, and organized and shared by the family engagement teams. |
|---|---|
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Parent attendance at workshops,                                                           Grade level team meeting minutes <br> (Parent Outreach Committee) <br> Attendance at open house <br> Attendance at parent conferences, Attendance at PTO meetings |

| 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. |
|---|---|---|
| August, 2018 | October, 2018 | School building leader will establsih a Family Engagement Team. This team will be charged with collecting the poll/survey resutls and sharing this data with all teachers and staff. |
| August, 2018 | October, 2018 | The Family engagement team and data team will establish baseline data for parent involvement and engagement activities in the 17-18 school year to monitor impact of methods of communication. |
| August, 2018 | September, 2018 | School leadership will create a School/PT calendar of events and share this with families on school/PTA calendar of events and share with families on school website, in Blackboard Connect messages and news. |
| September, 2018 | June, 2019 | School leadership will complete a schools news fact sheet for each newsworthy event and sent to Public Relations in order to keep the community informed and leading to increased parent involvement. |
| September, 2018 | June, 2019 | School leadership will update school websites weekly/bi-monthly in order to keep the families and communities informed and involved. |