



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Mount Vernon School City School District	Cecil H. Parker School	Pre-K through 8 <sup>th</sup> Grades

**Collaboratively Developed By:**

**The Cecil H. Parker School SCEP Development Team**

**SCEP Team Members:**

- Ms. Jacqueline Green/ Principal
- Mr. Troy Newbey/ Assistant Principal
- Ms. Randi Frankel/ Reading Specialist
- Ms. Shawnta Smith/ General Ed. Classroom Teacher
- Ms. Andrea Hyatt-Copeland/ Special Education Teacher
- Ms. Nikia Jones/ School Counselor
- Ms. Jennifer Brown/ Teaching Assistant
- Ms. Makalya Jones/Student
- Ms. Cynthia Crenshaw/ PTA President

*And in partnership with the staff, students, and families of Cecil H. Parker School.*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to building trusting relationships and deepening connections among students, staff, parents, and the community as the foundation for being more engaged with learning.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our school community is dedicated to utilizing resources for fostering and empowering our scholars' emotional well-being and to create opportunities for students to learn across the curriculum. The students will use their prior knowledge, as it relates to real-life experiences in social studies, ELA, math, and science. This will be achieved through student-based conversations linked to real-life experiences.</p> <p>We would like every child to feel safe and respected so they can express their feelings to have trusting relationships with adults and peers. From the student interviews we were informed that students have healthy relationships with their teachers, are able to express their emotions, and that their teachers are interested in their ideas. They felt there should be more activities and functions available to strengthen these relationships. We need to create opportunities for students to begin interacting and attending extracurricular activities and community events to</p> <p>Our student representative suggested to establish a group and/or class lessons for those students who may feel timid and would like to expand their social abilities in a safe and confidential manner.</p> <p>This is the right commitment to pursue because when students are intentionally engaged in meaningful, relatable lessons, they are more likely to feel safe to make social, emotional, and cognitive connections to the content and subject matter. When students feel safe and have a sense of belonging, they are more likely to take academic risks and to reach their highest potential.</p> <p>Creating more opportunities for students to have student-based conversations as well as teaching students and staff to have a growth mindset will enable students to feel free to embrace their mistakes and improve their self-esteem and self-worth. This is essential for the school's long-term plan for students to achieve their highest academic potential.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Staff building and sustaining strong relationships with students</b>	1) The PTA, Parent Liaison and the F.A.C.E. committee will create and attend students' extra curricula activities to interact with parents and students in a social setting. 2) Staff and students will engage in CICO to build relationships and will inform parents with weekly progress reports.	1) Monitoring the increase of family and community attendance to school events. 2) Weekly DPR cards to be sent home weekly to view student behavior progress.	Administrative Team, Parent Liaison, School Counselor, School Staff, Community organizations, supplies/materials for activities
<b>Student and teacher orientation</b>	1) Meet and Greet Night for teachers and parents to introduce themselves. 2) The creation of a Parent and Student handbook for the school.	Attendance and discussion on different topics encouraged by students, teachers, and parents.	School-Based Support Team, Leadership Team, Parent/student representatives
<b>Game /Movie Nights</b>	Quarterly movie and game nights to increase interaction with teachers, parents, and students. Family Math/Literacy Nights will provide opportunities for families to receive resources to academically help their children at home.	Attendance of parents/guardians at these activities.	Parent Liaison, PTA, School Counselor, Administrative Team, and the F.A.C.E. Committee
<b>Community Resource Fair/Job Fair</b>	The SBST will reach out and support family members by providing resources	1) Attendance of parents/guardians at these	Community Leaders, Parent Liaison, Administrative

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	and services available within the Westchester County community.	activities. 2) End of activity Survey/Evaluation	Team, School Counselor, MVPD Mental Health Council, F.A.C.E.Committee
<b>Parent Social</b>	Parents, guardians and community will be invited to school assemblies, concerts, Honor Roll Breakfast, Sip and Paint, Staff and Student basketball/activities and games, talent show, .	1) Attendance of parents/guardians at these activities. 2) End of activity Survey/Evaluation	Administrative team, Parent Liaison, PTA, parents, staff, School Counselor PBIS, with fundraising through the PTA
<b>Parents Support meetings</b>	Parent support meetings would entail mental health support, community resources, training in technology, school routines, as well as PBIS at home to connect school expectations with the home environment.	1) Attendance of parents/guardians at these activities. 2) End of activity Survey/Evaluation	School Counselor, Administrative Team, Parent Liaison, Staff, PBIS at Home documents, Funding for refreshments at events
<b>Professional Development for Staff</b>	Staff will attend Professional Development (online or in-person) on various SEL techniques. These may include: Behavior pathways, Trauma Attuned Language, Mindfulness, Restorative Justice, and Parent Engagement	Attendance of professional development through MLP, data on student behaviors (PBIS/BIP's)	Specific days/times for PD. Using MLP to plan days.

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<b>Do you feel the school has activities/functions to promote healthy relationships between teachers and students?</b>	50% Yes    50% No
	<b>What is a healthy relationship between teachers and students? Students were able to explain what a healthy relationship is.</b>	79% Yes    21% No
	<b>Do you feel you are able to express your thoughts and feelings to your peers and teachers in a safe space?</b>	93% Yes    7% No
	<b>Do you feel teachers are interested in your ideas? How do you know?</b>	79% Yes    21% No
	<b>Do you feel you contribute to making your school and community a healthier place? How? Or why?</b>	71% Yes    29% No
<b>Staff Survey</b>	<b>Do you feel the school has activities/functions to promote healthy relationships between teachers, students, and parents?</b>	30% Agree 52% Somewhat Agree 17% Disagree
	<b>Do you feel you contribute to making your school and community a healthier place?</b>	87% Agree 9% Somewhat Agree 4 % Disagree

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<b>Family Survey</b>	<b>Do you feel the school has activities/functions to promote healthy relationships between teachers, students, and parents?</b>	50 % Agree 29% Agree 21% Agree
	<b>Do you feel parents and the community contribute to making the school a healthier place?</b>	50% Agree 36% Somewhat Agree 14% Disagree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By the end of the 2021-2022 school year, we would like for students, staff, and the community to have positive relationships, increased student motivation and self-esteem in order to pave the way for increased educational outcomes. This will be gauged through several activity/event surveys and evaluations conducted throughout the school year. Pre- and post-survey will be conducted to measure students' thoughts and feelings about relationships, self-esteem, goal-setting and motivation in the school community.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to ensuring the instructional staff plan using data-driven instruction protocols, aligned to content standards, providing multiple points of access to core instruction, and addressing each student’s achievement needs.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>This commitment fits into the school’s vision of educating all scholars to their highest levels of academic achievement by addressing their wide range of learning styles. Teachers must plan for scaffolded content-area instruction for students at varied learning levels and abilities to access core instruction.</p> <p>This commitment emerged from the Areas of Improvement and Recommendations from the 2021 DTSDE Review of the school. It was observed, there is a lack of planning and preparation using student data to differentiate core instruction for students at varied instructional levels for whole and small group instruction. Through the student interviews, it was founded that students do not know what Learning Standards are and therefore are not aware they must reach the content-specific Learning Standards by the end of the school year. The students have stated teachers provide them with supports during lessons and provide multiple-access to lessons. These areas will therefore be monitored and to ensure its implementation.</p> <p>How Learning Happens informs us that students must see themselves reflected in their learning. Students are aware of their abilities and must be provided rigorous instruction with choices of differentiated learning experiences planned to address each students’ individual learning needs.</p> <p>This commitment must be pursued to provide grade-level, content-area instruction to all students, of varied instructional levels, with opportunities for all students to be actively engaged in the learning process. Varied modes of learning experiences, products, scaffolds, assessments and student choice must be planned for content-area instruction. Teachers must plan and implement small group instruction which utilize research-based strategies, at the students’ instructional level, to accelerate progress of struggling learners.</p>

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Data-based decisions used for planning, implementing, and differentiating whole and small group instruction to meet the needs of every student for them to reach their highest potential is our long-term goal.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>The building administrative team will review lesson plans weekly.</b>	Each week, the principal and assistant principal will review lesson plans of 2-3 grade levels and provide feedback on the planning of multiple points of access for core instruction, interventions for small group instruction (differentiation of whole and small group instruction).	Quarterly, lesson plans will be collected to compare and review for improvements and administrative feedback used. Increased student achievement growth will be monitored on the school-wide data tracker.	-Office supplies -Lesson plans including differentiation will be modeled and models provided for PD -Lesson plan checklist or rubric used by administrators
<b>The Leadership Team will conduct instructional walks each quarter</b>	To provide collegial support, the Leadership Team will conduct focused instructional walks of various grade levels each quarter to monitor and observe scaffolded instruction for whole and small group instruction. The team will provide feedback to teachers to improve using differentiation with whole and small group instruction.	Leadership Team will discuss and collaborate using notes for next steps observing teachers' instruction. Along with the data tracker and RTI assessment will inform student progress.	-Time after school must be provided for the Leadership Team to meet monthly. -Teachers' monthly RTI Goals, Strategies, and Assessment document -School-wide data tracker

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			<ul style="list-style-type: none"> <li>-Folder maintained for each teacher's feedback and informal observations.</li> <li>-Prof. Dev. for peer-to peer feedback</li> </ul>
<p><b>The building administrative team will informally observe teachers' instructional practice daily.</b></p>	<p>The principal and assistant principal will informally observe 3- 5 classes daily to provide feedback on the planning and facilitation of multiple points of access for core instruction and interventions for whole-group core instruction and small group instruction.</p>	<p>Documentation will be maintained by the administrative team to track improvements to teachers' instructional practice.</p>	<p>Each administrator will maintain and share teachers' observational documentation of instruction, teachers' feedback, lesson plans samples, and Danielson Rubric</p>
<p><b>Teachers will consistently use data to inform their lesson planning.</b></p>	<p>Using mandated-district assessments, teacher-generated assessments, pre-/post skill tests, RTI instruction data and student portfolios', teacher will plan their instruction based on the needs of the whole class, groups and individual students.</p>	<p>Quarterly, lesson plans will be collected to compare and review for improvements and administrative feedback used. Increased student achievement will be monitored on the school-wide data tracker.</p>	<ul style="list-style-type: none"> <li>-Teachers' weekly lesson plans</li> <li>-Lesson plan checklist or rubric used by administrators</li> <li>-Professional development on RTI groupings/instructions, Small-group instruction and scaffolding.</li> </ul>
<p><b>Teachers will provide supportive materials to access core instruction for struggling learners.</b></p>	<p>Teachers will use graphic organizers, anchor charts, manipulatives, individualized word banks, word walls, and research-based strategies in whole and small group instruction.</p>	<p>Students will use rubrics to self-assess and peer-assess written responses/projects. Word Walls and anchor charts will be displayed in every classroom. Monthly RTI Goals, Strategies and</p>	<ul style="list-style-type: none"> <li>-Supplies to create anchor charts and/or manipulatives.</li> <li>-Materials to make word bank cards and/or funds to purchase.</li> </ul>

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		Assessment will document interventions used during the daily ELA/Math intervention period	-Professional development for research-based strategies -Danielson Rubric
<b>Teachers will be provided professional development for scaffolding core instruction for students below grade level.</b>	The expectation is for teachers to provide multiple-points of access during core instruction. Therefore, on-going prof. dev. will be provided to teachers regarding scaffolding core instruction, differentiating manipulative and materials.	Teachers will track how they have implemented new learning into their practice. Administrators will track the PD of differentiated instruction and note observations on a checklist.	-Professional development will be provided by district coaches, district standard administrators, BOCES, principal, and teacher colleagues. -Administrators' informal observations
<b>Teachers will facilitate and implement differentiated core instruction and provide interventions at instructional level using student data.</b>	1) Differentiated lessons, activities and assessments will be planned and implemented for all students to access whole-group core instruction. 2) Teachers will provide interventions to strengthen students' areas of weakness at their instructional level.	Teachers will track individual students' progress using an ELA/Math MFR plan. Progress-monitoring through RTI monthly assessments, grade-level achievement	-Professional development on differentiation and interventions, Danielson Rubric, i-Ready/DIBELS, Language Live/LLI, Running Record data, Parker School data tracker, teacher-generated assessments
<b>Teachers and specialists will use common planning periods to analyze data to inform instruction.</b>	K-6 <sup>th</sup> grade teachers will meet with grade-level peers and encore teachers to plan across the curriculum to support core instruction, increase academic language and differentiate instruction to meet students' instructional level.	Meeting notes/minutes which may include ORID forms, lesson plans, observation of core instruction content in encore classes	-Data/Grade-level meetings -Curriculum meetings, Supt. Conf. Days -Student Data

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			-Professional Development on Analyzing and using Data for planning
<b>Intra-class visitation and/or lab classes of model classes of scaffolded core instruction and small group intervention lessons.</b>	Teachers will visit classes within the school district and/or school building to observe best practices of scaffolding and differentiating core instruction and providing intervention lessons during small group instruction.	Student achievement data on MFR plans, RTI Goal, Strategies and Assessment document, Parker School data tracker, and observed in teachers' lessons.	-District/building teacher colleagues, building SPED teachers, district coaches, SPED supervisor
<b>Monthly Vertical Team meetings to clarify coherence.</b>	Vertical Team meetings will be held to clarify coherence from one grade to the next regrading grade-expectations, school initiatives, data, and learning standards	Meetings will be calendarized and minutes taken and shared with the Leadership Team Students' progress from one year to the next. Evaluate Pre and Post Test (MFR).	-Curriculum Guides -Student Expectations/current levels -Data Tracker

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<b>Do you feel the teachers’ lessons allow for multiple ways to access the curriculum?</b>	100% Yes    0% No
	<b>Does your teacher provide you with anything to help you understand the lesson? Like what?</b>	79% Yes    21% No
	<b>Do you feel teachers’ lessons are focused on what causes you difficulty? Explain</b>	71% Yes    29% No
	<b>Do you know what standards are?</b>	29% Yes    71% No
	<b>Is what you are about to learn explained for every lesson? Tell me how?</b>	93% Yes    7% No
<b>Staff Survey</b>	<b>Do you regularly use student/class data to plan your lessons?</b>	78% Agree 22% Somewhat Agree 0% Disagree
	<b>Do you adhere to the RTI instructional block with fidelity?</b>	52% Agree 39% Somewhat Agree 9% Disagree

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<b>Family Survey</b>	<b>Are you informed about your child/children's progress beside report cards?</b>	57% Agree 43% Somewhat 0% Disagree
	<b>Do you know if your child/children's instructional level is the same or different than his/her grade level?</b>	57% Agree 29% Somewhat Agree 14% Disagree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

The qualitatively, teachers' lesson plans and practice reflect differentiated and scaffolded instruction. Scaffolds and supports provided to students during core instruction will be observed in instructional practice and lesson plans for whole and small group instruction. Teachers will differentiate materials and manipulatives to meet students' individual needs. The RTI block will be implemented consistently with fidelity to assist with accelerating students' instructional level in ELA and Math.

The culture will be more collaborative with planning and providing instructional feedback.

The Parker School data tracker, students' MFR plans, student portfolios and RTI Goals, Strategies and Assessment documents will display student growth in core/grade-level instruction as well as progress individual students' instructional level.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to implementing a rigorous and coherent curriculum aligned to standards, using a comprehensive system for formative and summative assessments, adapting to meeting the needs of every student.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Aligned with the school's vision, we will ensure our students will be instructed with a rigorous curriculum that is rigorous, planned using student data and aligned with the learning standards. It will allow students to be educated at the highest academic level. Assessments will be facilitated to progress monitor student achievement with the core curriculum as well as their individual progress on each student's instructional level.</p> <p>When students are intentionally engaged in meaningful lessons which they can connect, they take ownership of their learning. They become active agents and take authority to drive and shape their own learning.</p> <p>When students feel isolated, defeated they build up a resistance to learning. Using formative and summative assessments, adapted to the needs of every student will assist with students' achieving success while maintaining the rigor of the curriculum. The student interviews informed us that half of them do not keep track of their progress and share with their parents they have not understood what the teacher has taught. In addition, their assessments for core instruction are not differentiated.</p> <p>As we empower our scholars to achieve their personal best, this commitment fits into the schools' short-term goal of 50% proficiency on NYS ELA and Math assessments in grades 3-8, with the long-term goal of attaining 90% proficiency in both content areas. This commitment focuses on teachers' pedagogy and practice of addressing whole class and individual progress measured with formative and summative assessments used to drive instruction and develop individual student progress plans.</p>



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Designated time for common planning to share best practices of using student data to drive whole-group and small group instruction.</b>	At least one PLC a month will be used for collaborative planning and analyzing data. Weekly grade level meetings for K-6 will take place to discuss instruction and analyzing data. The RTI Goals, Strategies and Assessment sheets will be used to track intervention strategies and assessments. ORID sheets will be used to discuss student progress and next steps.	PLC conferences surrounding student work on the effectiveness of strategies discussed using the ORID form, MFR plans using MOY, BOY and EOY data from DIBELS, i-Ready scores and targeted lessons.	Flexible Scheduling, Grade level chairs, prof. dev., data binders, administrative support
<b>Student graphing and tracking assessment scores</b>	Students will have a section in each binder to track their assessments and scores. The students will create a chart or graph to visually track their scores for each subject to progress-monitor their SMART goals.	There will be a graph for each quarter to track the summative assessments. Students and teachers will maintain data from i-Ready, DIBELS curriculum assessments, teacher-generated assessments, projects, writing rubrics, and RTI assessments.	Binders, chart paper, stickers, colored pencils, crayons, rules, etc.

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<b>Teacher &amp; Student data meetings</b>	At least quarterly, students will review and analyze their assessment data with the teacher to determine their areas of strength and improvement to determine next steps.	Students and teachers will maintain data from i-Ready, DIBELS, curriculum assessments, teacher-generated assessments, projects, writing rubrics, and RTI assessments.	Students' individual data binders, universal benchmarking and progress-monitoring data, data tracker, class-generated rubrics.
<b>Data binders</b>	Each teacher will have an MFR binder to track class data for individual students. Students will have individual binders to self-monitor their assessment progress	Students will have quarterly conferences with teachers to discuss their data, progress and next steps.	Binders/One Note Binders, data tracker, teachers' record keeping of assessments and progress,
<b>Data walls</b>	Using data, teachers will focus on a specific standard to track students' progress. This will take place over a 10-week period to be used for progress-monitoring. The data wall displayed within the classroom. There will also be a school-wide data wall displayed in the lobby to display BOY, MOY, & EOY benchmarking data and NYS assessment data.	In each class, student progress will be monitored by the students as they progress from red to yellow and eventually to green.	Chart paper, construction paper, stickers, colored pencils, and i-Ready/DIBELS, curriculum and teacher-generated assessment data
<b>Student choice-based projects.</b>	Teachers will periodically provide students a list of options to choose from for a summative project to demonstrate their proficiency of a standard(s).	Students' project assessments will be incorporated in the quarterly report cards and increase their motivation for learning.	Technology, school/office supplies
<b>Teacher/student collaborative rubrics</b>	Students and teachers will collaboratively create rubrics	Students will be able to articulate their	Student conferences, peer conferences,

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	together for project-based learning and various forms of writing.	understanding of the components of specific content-based rubrics. Student will self-assess and peer assess using various rubrics	explicit teaching on rubrics, student input
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## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>	
<b>Student Survey</b>	<b>Do students have different assignments in class with the same lesson? Explain.</b>	64% Yes	36% No
	<b>Do you keep track of your tests/quizzes given by teachers? How?</b>	57% Yes	43% No
	<b>Does everyone complete the same questions or read the same stories for all tests and quizzes? Explain</b>	79% Yes	21% No
	<b>Do you feel challenged in the classroom? Explain</b>	64% Yes	36% No
<b>Staff Survey</b>	<b>Do you scaffold your lessons for students to access core instruction?</b>	74% Agree 26% Somewhat Agree 0% Disagree	
	<b>Do you differentiate your assessments, projects, or assignments?</b>	65% Agree	

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		35% Somewhat Agree 0% Disagree
<b>Family Survey</b>	<b>Do your child/children tell you they do not understand what the teacher has taught?</b>	43% Agree 21% Somewhat Agree 36% Disagree
	<b>Do you know if the teacher adjusts assignments to suit your child/children?</b>	43% Agree 29% Somewhat Agree 29% Disagree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By the end of the school year, we anticipate a 5%-8% increase in I-ready and DIBELS data. As for NYS assessments, we strive to attain our AYP index, Overall, students will display academic progress quarterly on report cards and the Parker data tracker with the culmination of increased participation in the quarterly Honor Roll recognition for scholarly achievement.

More teachers will utilize project-based lessons to meet the standards of content-area instruction.

At the end of the year, a survey created for students, teachers and parents to assess their viewpoint of the effectiveness of these key strategies.

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to planning and fostering student participation of their own learning by student-goal setting, monitoring, and assessing using a variety of formative and summative data sources.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our vision statement states our goal is to exhibit excellence by educating all scholars to their highest levels of academic achievement by monitoring their progress and fostering life-long learners. Teachers will model effective ways to assess and monitor students' progress. Assessments will be implemented consistently, using state and district data, while students will use formative and summative assessment data to create and monitor their SMART goals. Teachers will plan according to the students' SMART goals, curriculum assessment data, and benchmarking data. Students will develop their ability to give themselves feedback and track their performance.</p> <p>According to the student interviews, it was stated that they are unaware of their levels and have not actively participated in goal-setting opportunities. This was also stated in Tenet 3.5 of the DTSDE. "When students/stakeholders take ownership of their learning it is not only meaningful but obtainable." Student voice, goal-setting and monitoring are vital for successful personalized learning. Therefore, teachers will meet with them regularly to monitor and plan their progress in order for students to take ownership of their learning.</p> <p>We believe that every child has the opportunity and authority to drive and shape their own learning. In addition, learning should be meaningful to students while identifying with the curriculum and learning materials being used to educate them.</p> <p>At Cecil H. Parker School, we have a shared responsibility to provide our students with skills that will empower them to achieve their personal best. Students having an active role in their learning by setting goals, creating a progress plan, and self-monitor their progress and will lead them to self-advocacy. This make it the right commitment to pursue.</p>

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	<p>This commitment fits into other commitments as well as the school's long-term plans. It addresses instilling a growth mindset, student goal-setting, and self-monitoring of progress, all of which will empower and motivate students' personal sense of agency. Instilling a growth mindset can encourage students to transform their thinking from failures to challenges when encountered. Students-ownership of their learning may motivate them to strive to become lifelong learners. Lastly, students working to achieve their highest academic level may propels them to become more confident in themselves, increased self-esteem/worth in the learning process.</p>
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### Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Use of Digital Tools</b> -Data notebooks -Google Doc Form	Teachers will create an E-binder for each student that they can visit regularly using data notebooks in OneNote. Google doc forms may be used as well.	Students will regularly update their progress (weekly or biweekly) to foster accountability and self-monitor their progress. Teachers and students may conference monthly to discuss and graph scores on assessment tools. Students will track their MFR progress	Time for students to input/analyze data in their binders. Devices for each student.
<b>Students will use a variety of assessment sources to monitor their progress</b>	Students will regularly monitor data from online curriculum assessments, teacher-generated assessments, and gamified lessons. With the teacher, students will	Teachers and students may conference monthly to discuss and graph scores on assessment tools. Teachers	Time for students to input/analyze data in their binders. Devices for each student

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	use NYS assessments and i-Ready benchmarking data to monitor their MFR ELA/Math plans.	will meet with each student for quarterly data meetings using their E-binder and MFR.	
<b>Self/peer-assessments</b>	Students will use rubrics to self/peer-assess their writing and projects. Teachers will provide opportunities for students to self-assess their learning.	Students will maintain their rubrics other self-assessments in folders/binders along with their goals.	Student/teacher created rubrics, student data binders, prof. dev. for teachers regarding student self/peer assessments
<b>Reflective Journal</b>	Students maintain reflective journals in their E-binder about their learning, wonderings, questions and achievements.	Teachers or students can assess this, or students can by either reflecting on their reflections or assess their peers' journals and then give feedback.	Digital or paper notebooks and time set aside in the schedule for students to have time to reflect and then conference.

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	<b>Do you set your own academic goals? Explain how.</b>	36% Yes    64% No
	<b>What are SMART goals? How often do you review them? When?</b>	21% Yes    79% No
	<b>Do you meet with your teacher to discuss your goals?</b>	29% Yes    71% No
	<b>Do keep track of your goals and progress? How often do you review them? When?</b>	36% Yes    64% No
	<b>Have you ever used rubrics to grade your classwork? Explain how.</b>	50% Yes    50% No
<b>Staff Survey</b>	<b>Do you meet with your students to create, monitor, and discuss their SMART goals?</b>	61% Agree 37% Somewhat Agree 0% Disagree
	<b>Do you students keep track of their student assessment data?</b>	30% Agree 48% Somewhat Agree 22% Disagree
<b>Family Survey</b>	<b>Do you know your child/children’s academic goals for ELA and Math for the school year?</b>	50% Agree 21% Somewhat Agree 29% Disagree



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	<b>Do you know if your child/children keep track of their grades for themselves?</b>	36% Agree 14% Somewhat Agree 50% Disagree
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

3<sup>rd</sup>-8<sup>th</sup> grade students will maintain personal data binders with their assessment data, SMART goals and MFR plans. The MFR plans will document i-Ready benchmarking data with students' goals for MOY and EOY benchmarking assessment. 25% of the students will reach their benchmark goals.

Class-created rubrics will accompany students' published writing and/or projects in their portfolios.

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Strategy**

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

Evidence-Based Intervention

**Clearinghouse-Identified**

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

**Clearinghouse used and corresponding rating**

- What Works Clearinghouse**
  - Rating: Meets WWC Standards Without Reservations
  - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
  - Rating: Top Tier
  - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
  - Rating: Model Plus
  - Rating: Model
  - Rating: Promising

**School-Identified**

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## Our Team’s Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Ms. Jacqueline Green	Principal
Mr. Troy Newbey	Assistant Principal
Ms. Randi Frankel	Reading Specialist
Ms. Shawnta Smith	General Ed. Classroom Teacher
Ms. Andrea Hyatt-Copeland	Special Education Teacher
Ms. Nikia Jones	School Counselor
Ms. Jennifer Brown	Teaching Assistant
Mr. Nicholas Parsley	School Psychologist
Ms. Makalya Jones	Student
Ms. Cynthia Crenshaw	PTA President

## Our Team's Process

### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

### Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5-6-21		-	X	X	X	
5-13-21		-	X	X	X	
5-17-21	X	-	X	X	X	
5-18-21	X	-	X	X	X	
5-24-21		-	X	X	X	
5-25-21	X	-	X	X	X	
5/26/21		-			X	X

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

Only 50% of the students stated the school provided functions to promote healthy relationships between teacher and students. Therefore, along with the annual math/literacy family nights, new events in which teachers, students, and family may interact with each other social were created.

The student interviews informed us that 29% of students knew of learning standards, 21% know what SMART goals are, 36% set academic goals, 29% met with teachers to discuss their goals, and 57% track their academic progress. This led us to incorporate key strategies of students taking ownership of their learning by creating standard-based goals with their teachers, driven by their academic data, that they will monitor throughout the school year.

79% of the students stated teachers provide them with supports to understand lessons, and 100% of students interviewed feel teachers allow for multiple ways to access the curriculum. Therefore, key strategies were created to support these instructional practices and ensure its maintenance throughout the school year.

### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan**

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** **When** your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the district's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.