2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Mount Vernon City School District	Cecil H. Parker School	Jacqueline Green	Pre-K to 8th

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students						

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as "TSI" based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, 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-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
5/18/20	X	X			
5/19/20	X	X	X		
5/20/20		X			
5/21/20		X			
5/22/20		X			
5/26/20		X			
6/18/20				X	X
6/19/20				X	X

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*									Signature
Louisa Caldwell-Simmons	Instructional Specialist										*Louisa Caldwell-Simmons*
Sabrina DeCicco Rizzo	Speech Language Pathologist										*Sabrina De Cicco Rizzo*
Jelena Chiltern	ENL teacher										*Jelena Chiltern*
Saroya Brown	Teacher										Saroya Brown
Shawn Harper-Tarrant	Teacher										*Shawn Harper-Tarrant*
Victoria Vonholt	Reading Teacher										*Victoria Vonholt*
Elizabeth Smith	Reading Specialist										*Elizabeth Smith*
Dianne Albin	Assistant Principal										*Dianne Albin*
Jacqueline Green	Interim Principal										*Jacqueline Green*

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 goal(s) it will support:

Strategy Identified	PLC's
SCEP Goal(s) this strategy will support	ELA Goal, Math Goal, Chronic Absenteeism

☐ **Clearinghouse-Identified**

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

Strategy Identified		
SCEP Goal(s) this strategy will support		
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 goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
All Students	Long Term Goal-122	96
Black or African American	Long Term Goal-116	98
Hispanic or Latino	Long Term Goal-113	89
Economically Disadvantaged	Long Term Goal-113	93

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
The review team concluded that lessons primarily occurred in whole class instruction with most classes dominated by teacher talk and low student engagement. Teachers' whole group lessons showed minimal differentiation that resulted in limited points of access for students which impeded students' ability to participate in intellectual discovery and rigorous thinking. (DTSDE 2018-2019)	School-wide
Based on the examination of student portfolios coupled with the classroom visits, reviewers observed an uneven pattern of teachers monitoring and adapting the curriculum. (DTSDE 2018-2019)	School-wide
Reviewers did not observe visible evidence of teachers using rubrics to grade standards-aligned work or to provide clear and actionable feedback to students. (DTSDE 2018-2019)	School-wide
Students were not unable to articulate their individualized learning goals or their academic levels.	School-wide
The absence of CCLS-aligned ELA work, and the inconsistent use of rubrics made it difficult to assess how teachers promote student ownership of learning and progress to mastery of standards through actionable and sustained feedback. (DTSDE 2018-2019)	School-wide
Reviewers observed strong evidence of teachers predominantly relying on whole class instruction as the core instructional strategy. In most classrooms, students used the same texts and completed the same learning activities. (DTSDE 2018-2019)	School-wide
Formative assessments are inconsistently used. Teachers' checks for understanding consisted of lower-level thinking questions. (DTSDE 2018-2019)	School-wide

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		

Start	End	Action
September	January	Provide professional development and instructional coaching for instructional staff to implement student engagement protocols and student-centered instruction.
October	December	Clarify instructional coherence of the curricula across the PLC. Identify and apply the school's core philosophy about teaching and learning to lesson planning, small group instruction, pedagogical practices, instructional walkthroughs, use of rubrics with teacher feedback and the professional learning strands during PLC meetings, curriculum meetings, professional development days and feedback from informal/formal observations.
September	January	Instill student ownership of learning. Empower students to be able to 1) explicitly discuss their learning goals, 2) identify the progress they need to make, and 3) commit to core instructional practices that they need to adapt to accelerate learning outcomes. This will be evidenced by instructional walkthroughs and administrative feedback.
September	January	Clarify instructional coherence across the learning community by implementing a professional strand during vertical and horizontal PLC meetings through collaborative lesson planning and aligning companion instructional strategies differentiated by grade, content, and students' levels.
October	November	Provide professional development specifically focused on RTI to support the organization and instruction of small group instruction based on data to supports Tier 2 and Tier 3 students.
October	January	During the RTI Instructional block, teacher-led groups will be created according to NYS assessments, iReady data, and district common assessments. Students will have standard-based SMART goals and research-based interventions, as well as formative and summative assessments will be used. The RTI groups will be fluid and change according to data-driven instructional grouping
October	January	Managing For Results (MFR) will be used in collaboration with the RTI Instructional Block.

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
DIBELS		10% increase of the grade-levels
Kindergarten	36% (21% green and 15% blue)	46%
1st grade	50 % (8% green and 42% blue)	60%
iReady		10% increase of the grade-levels
2nd grade	30 %	40%
3rd grade	48%	58%
4th grade	16%	26%
5th grade	39%	49%
6th grade	17%	27%
7th grade	17%	26%
8th grade	25%	35%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	March	Lab classroom will be created along with interclass visitation and walkthroughs focused on specific standards and a repertoire of instructional techniques to promote critical thinking and high student engagement.
January	June	Teachers will construct a list of higher-order thinking questions and formative assessments that they will include in each lesson to challenge students' thinking and push them towards content mastery.
January	June	We will continue monitoring the use of student rubrics with teachers' actionable feedback
January	June	The continuation of monitoring the teacher-led group during the RTI Instructional Block to ensure its fidelity.
February	June	During the RTI Instructional block, student workstation learning activities will be differentiated.
January	June	Vertical PLC Teams will continue to focus on collaborative planning, and aligning instructional strategies with student goals, grade-levels, and content.

Addressing COVID-19 Related Challenges – ELA Goal		
It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall.*	*August*
Consistent and active student participation with learning activities	Consistent communication with parents and guardians.	September
Technological Inequity	Ensure they are provided a district-loaned device and provide information for free WIFI if required.	September
Inconsistency with Direct Instruction	Teachers will have synchronous lessons with students	September

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All Students	Long Term Goal-124	98
Black or African American	Long Term Goal-107	93
Hispanic or Latino	Long Term Goal-111	113
Economically Disadvantaged	Long Term Goal-112	95

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
A reviewer noted that the classroom teacher and consultant teacher needed to establish a clear partnership regarding lesson delivery and support of all students. (DTSDE 2018-2019)	School-wide
The lack of in-depth checks for understanding coupled with the uneven practice of providing regular feedback to students resulted in fewer opportunities to engage students in developmentally appropriate, challenging tasks that lead to a common expectation of college and career readiness. (DTSDE 2018-2019)	School-wide
Reviewers noted that lessons tended to abruptly come to an end with no distinct activity for lesson closure or summary. Of the ten classes that one reviewer visited, only one teacher had students complete a lesson summary activity that was an exit ticket. (DTSDE 2018-2019)	School-wide
Although instructional materials such as manipulatives were visible in most classrooms, reviewers were uncertain if the learning community used these tools consistently to aid students' conceptual understanding in Math. (DTSDE 2018-2019)	School-wide
The review team concluded that lessons primarily occurred in whole class instruction with most classes dominated by teacher talk and low student engagement. Teachers' whole group lessons showed minimal differentiation that resulted in limited points of access for students which impeded students' ability to participate in intellectual discovery and rigorous thinking. (DTSDE 2018-2019)	School-wide

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
September	January	Implement common planning time on the master schedule to strengthen the consultant/ resource teacher's collaboration with the classroom teacher to support learning for all levels of learners.
		PLCs will implement and model select CFU techniques from the "Tools for Formative Assessment," compiled by K. Lambert.
October	January	During the RTI Instructional block, teacher-led groups will be created according to triangulated data such as NYS assessments, iReady data, and district common assessments. Students will have standard-based SMART goals and research-based interventions, as well as formative and summative assessments will be used. The RTI groups will be flexible to provide targeted instruction.
October	January	Managing For Results (MFR) will be used in collaboration with the RTI Instructional Block.
October	January	Teachers will ensure that during daily instruction students complete a learning cycle aligned to the gradual release model of instruction including a lesson summary and closure activity to inform the next day's lesson and to differentiate content for re-teaching and spiraling. This will be evidenced by administrative observations and actionable feedback to teachers
		Create PLC meetings will be focused on triangulated data-informed instruction in order to provide interventions and support grade-level peers for struggling students.
November	January	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous learning opportunities.
September	January	Teachers will provide enrichment opportunities to grade-level and above grade students during small-group and whole-group instruction
September	January	Administrators will conduct informal walkthroughs to track teachers' practices related to data driven instruction, use of manipulatives in math and provide actionable feedback.
September	January	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, providing feedback throughout the school year.

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
IReady,	MOY	MOY
1st grade	22%	30%
2nd grade	32%	38%
3rd grade	3%	40%
4th grade	19%	25%
5th grade	28%	28%
6th grade	55%	40%
7th grade	23%	64%
8th grade	71%	40%

Addressing COVID-19 Related Challenges – Math Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal **and how the school intends to address these needs.** *(add additional rows as needed)*

Need	Strategy to Address	When
Inconsistency with active student participation with learning activities	Consistent communication with parents and guardians. Teachers will have synchronous lessons	*September*
Technological Inequity	Ensure they are provided a district-loaned device and provide information for free WIFI if required.	September
Inconsistency with Direct Instruction	Teachers will have synchronous lessons	September

ELP or School-Selected Goal

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Reduce school suspension rate by 30% through PBIS, Restorative Justice practices, as well as student social and emotional wellness	14 out-of-school suspensions 6 in-school suspensions

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
PBIS Tier 1 and Tier 2 implementations were not effectively applied throughout the school resulting in more incidents leading to suspensions.	Throughout the school and all grade levels.
Consequences were mostly punitive instead of restorative. Restorative consequences will allow students to take responsibility of their behavior and repair relationships.	Throughout the school and all grade levels.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	End	Action
September	January	Identify PBIS staff workshops for Tier 1 and Tier 2 supports that will promote a more effective PBIS implmentation.
September	November	Administration will ensure PBIS Team members will participate in PBIS workshops to refresh and reintroduce PBIS methods and protocols school wide.
September	September	Conduct PBIS kick-off to reintroduce and encourage staff and students to use PBIS more effectively and proactively.
September	January	Implement character education program to reinforce appropriate behavior and highlight positive citizenship
September	January	Introduce and sustain PBIS reward system
November	January	Implement PBIS Tier 2 interventions with fidelity
September	January	Social and emotional screener survey for students, with a 2 1/2-month review for improvement and a midyear review for improvement.
September	January	Teachers will conduct daily SEL morning meetings
September	January	Review Benchmark of Quality Review Data
October	January	PBIS/Character Education monthly assemblies to celebrate appropriate behavior and highlight citizenship

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Results	January 2021 Target
Benchmark of Quality	85%	90%
School suspensions	9	5
Tier 2 students	25	15

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	June	Continue PBIS/Character Education monthly assemblies to celebrate appropriate behavior and highlight citizenship Continue PBIS monthly assemblies
January	June	Continue PBIS workshops for PBIS Team members
January	June	Provide social and emotional screener survey for students, with a 2 1/2-month review for improvement and an end-of-year review for overall improvement.
January	June	Continue daily social and emotional wellness checks in the PBIS morning meetings.
January	June	Continue Tier 2 PBIS supports with mentors for students

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
Students may have been displaced during covid-19	The School-Based Support Team will conduct wellness checks with identified students	Weekly
Lack of student academic participation	Students will monitor and track their academics progress and goals. Administration and staff will communicate with families.	Weekly/monthly
Lack student participation and lowered scholarly achievement	Celebrate students who participate regularly, display effort, and reach academic goals.	Weekly/monthly

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	Long Term Goal- 12.8%	34.4%
Black or African American	Long Term Goal- 17.7%	35.2%
Hispanic or Latino	Long Term Goal-17%	35.7%
Students with Disabilities	Long Term Goal-18.5%	41.2%
Economically Disadvantaged	Long Term Goal-17.1%	37.6%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Many students who are chronically absent are homeless/shelter families. These students are transported by bus due to location of temporary housing. Therefore, the school is not easily accessible to students and families because of location of housing.	School-wide
Some families choose not to send students to school during important religious holidays that are different from predominant (western) culture.	ENL students
Lack of parental engagement due to specific family situations (foster family; grandparents as guardians)	School-wide
Chronic Absences due to medical issues	School-wide
Students visit relatives in other countries and do not return to school for several weeks.	Students from Hispanic countries

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
September	January	Administration will continue to collect and analyze longitudinal attendance data, calculating chronic absence rates, address subgroups and provide targeted interventions.
September	November	Administration will conduct a needs assessment via surveys to families
September	January	Attendance Committee will monitor student attendance data and along with the parent liaison, call targeted student families weekly.
September	January	Administration will adhere to district policy for school attendance, and notify parents of the Attendance Policy prior to the beginning of school.

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September	January	If school remains in a complete/partial school closure, administration will continue to require teachers and support staff to contact families after 3 days of absences and to document in a shared Non-Responsive Log document.
September	January	Administration will meet weekly with School-Based Support Team (school psychologist, guidance counselor, social worker, homeless liaison, and school nurse) to track students with chronic absenteeism and to define specific needs. Home Visits will be conducted by designated staff. CPS will be called as deemed.
September	January	School Nurse will monitor identified students and provide medical guidance and resources to families.
September	January	Identified students will be referred to RTI team
September	January	Implement extra incentives for students with high attendance rates via PBIS, Assemblies, Celebrations, Monthly Perfect Attendance Display in lobby
September	January	Enlist identified students in Afterschool programs

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
% of students with 9 or more absences (*replace with alternate data source if not using a CA goal*)			
SIRS 107- March 15,2020	All Students	20.25	12.8
SIRS 107- March 15,2020	Black or African American	19.95	17.7
SIRS 107- March 15,2020	Hispanic or Latino	21.14	17
SIRS 107- March 15,2020	Students with Disabilities	20.14	18.5
SIRS 107- March 15,2020	Economically Disadvantaged	20.62	17.1

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	June	The Attendance Committee will continue to collect and analyze longitudinal attendance data, calculating chronic absence rates, address subgroups and provide targeted interventions and communicate with families.
January	June	Administration will monitor the effectiveness of communication with parents, use of interventions and incentives.
January	June	Administration will continue to meet weekly with School-Based Support Team to track students with chronic absenteeism and to define specific needs.
January	June	The Attendance Committee will continue to implement extra incentives for students with high attendance rates via assemblies, celebrations, and a monthly perfect attendance display in the lobby.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
If the school is in complete/partial closure, the decrease of student attendance and student participation	Administration will email weekly Schoology Analytics Reports to Staff. Staff will be required to call families after 3 or more days of non-participation. All communication will be documented on our Non- Responsive Form.	September-June
Decrease of student participation, effort and motivation	Administration will meet with SBST Team to follow up with identified students. Team will provide additional interventions, home visitations and community outreach to ensure progress.	September- June
Decrease of student participation, effort and motivation	Students will have synchronous, direct instructional with teachers. Teachers choose "The student of the week" for participation and quality work incorporated with Character Education.	September- June
To ensure technological equity for all students.	The administration will continue to communicate with district leaders to update them students' technological needs (i.e. lack of devices, broken devices, dysfunctional Internet access etc.) adhering	September-June

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	to the district's device distribution protocols.	

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*
Parents and guardians of students	How to increase parent and community engagement?	Through a broad range of school, family, and community activities, the staff will create a collaborative culture between parents, staff, and community members to strengthen parent engagement by 30%.	Parent and community engagement went from 75% strongly agree in 2018-2019 down to 54% in 2019-2020

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Inconsistent 2-way communication between teachers, school, parents and community
Increase the variety of communication methods
Inconsistently provided activities in which parents/community have expressed interest

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above?
(*add additional rows as needed*)

Start	End	Action
September	January	Parents, staff, and community members and will be encouraged to join the Cecil H. Parker School PTA and volunteer for school activities
September	January	Teachers will utilize multiple methods of communications for families to access information for student, class and school-wide updates (phone calls, emails, Schoology messages, and Blackboard alerts).
September	January	Meet and Greet Night for teachers and staff members to introduces themselves and Parent Teacher Conference/Report Card Night to share student progress
September	January	Teacher will provide BOY and MOY placement test results to parents with activities parent may implement in the home.
September	January	The SBST will support families by reaching out, providing resources and services available within the community
September	January	Staff will regularly communicate with families
September	January	Parents will be invited to assemblies, concerts, book fairs, honor-roll ceremonies, bring dad to school day, etc. to celebrate success and engage with the school community.

September	January	Parent Resource Room will be enhanced with laptops for parent/community use as well as provide resources for parents that are located in the community.
September	January	The parent liaison will continue to provide support and information to parents, teachers, and community members.
September	January	Parents will be a part of students' academic pathway through participation in RTI meetings, classroom activities and consistent communication with teachers.
October	January	Family math and literacy nights will provide opportunities for families to receive resources/support from teachers for use at home, as well as engage with their children in the school setting.
November	January	Initiate activities parents identified in a parent survey as their interests

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Parent DTSDE Survey	By the end of January 2021, the survey will indicate a 15% increase in parent and community engagement. Leadership team will meet and reassess which areas show growth and which area/s continue to require support.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January	June	Parents, staff, and community members will continue to be encouraged to join the Parker PTA and volunteer for school events
January	June	Teachers will continue to utilize multiple methods of communications for families to access information on school for student, class and school-wide updates (phone calls, emails, Schoology messages, and Blackboard alerts).
January	June	Parent Involvement Day will provide an opportunity for parents to come in and receive workshops on academics, resources in the community, social-emotional support and recruit parents to volunteer in the school.
January	June	Parents will be invited to Parent/Teacher Conference meetings to discuss academic achievements and concerns
January	June	Career day, academic fairs, Dr. Seuss Day and other events will provide opportunities for families and community members to participate in the school.
January	June	The School-Based Support Team will continue to support families by providing resources and services available within the community and maintaining consistent communication.

January	June	The Parent Resource Room will be continue to be a resource for laptops use as well as provide resources for parents that are located in the community.
January	June	Parents will continue to be a part of students' academic pathway through participation in RTI meetings, classroom activities and consistent communication with teachers.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**. *(add additional rows as needed)*

Need	Strategy to Address	When
Increase parent involvement and participation during extended school closure	Regular parent meetings via zoom with all stakeholders including parents, teachers, support staff, administration, and community members will be conducted to address questions, comments, and concerns on digital learning and student achievement.	Sept 2020- June 2021
	The staff will offer parents live or pre-recorded zoom sessions on support for how to use Schoology and other technological instructional supports to assist their children during digital learning.	Sept 2020- June 2021
	Maintain updates of school and district information on the school's Schoology page.	Sept 2020-June 2021

Submission Assurances

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

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 plan before it is approved.

2. ☒ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

4. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. ☒ 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: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
   - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
   - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).

Cecil H. Parker School 2020-2021 SCEP ESSA Indicators
Addendum Attachment

The signature page was signed by each stakeholder with a computer signature because the school district was closed due to the COVID-19 school closure mandated by the governor. Therefore, the stakeholders could not meet to physically sign the signature page.