



School Comprehensive Education Plan 2022-2023

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

Collaboratively Developed By:

The Cecil H. Parker School SCEP Development Team

SCEP Team Members:

- **Ms. Jacqueline Green/ Principal**
- **Ms. Randi Frankel/ Reading Specialist**
- **Ms. Jolie Cohen/ENL Teacher**
- **Mr. Andrew Pucci/Social Studies Teacher**
- **Ms. Andrea Hyatt-Copeland/ Special Education Teacher**
- **Ms. Nikia Jones/ School Counselor**
- **Ms. Michelle Blair/Teaching Assistant**
- **Ms. Cynthia Crenshaw/ PTA President**
- **Ms. Rainelle Martin/7th Grade Student**

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 ~~the~~ 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>What is one commitment we will promote for 2022-23</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>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<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 and examples in social studies, ELA, math, and science. This will be achieved through student conversations pertaining to real-life experiences.</p> <p>Our goal is for every child to feel safe and respected and form to trusting relationships with adults and peers. According to the student interviews, we were informed that students have positive relationships with their teachers. Students expressed that they feel comfortable expressing their emotions. Also, they indicated that their teachers have genuine interest in their ideas. Students felt more opportunities should be provided to encourage interaction and opportunities to attend extracurricular and community events.</p> <p>A student representative suggested establishing social and emotional lessons for students who may feel uncomfortable and need more support to expand their social abilities in a safe and confidential manner.</p> <p>This commitment is necessary because when students are engaged in explicit and relatable lessons, they are more likely to feel safe making social, emotional, and cognitive connections to content areas. When students feel safe, they have a sense of belonging, and are more likely to take academic risks so that they can 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.</p>

Commitment 1

	This is essential for the school's long-term plan for students to achieve their highest academic potential.
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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?
Staff building and sustaining strong relationships with students	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.	Monitoring the increase of family and community attendance at school events.	PTA, Administrative Team, Parent Liaison, SBST Team, School Staff, and Community organizations. Supplies/materials for activities
Student and teacher orientation	1) Meet and Greet Night for teachers and parents to introduce themselves. 2) Teach students how to prioritize and use executive functioning skills.	Attendance and discussion on different topics encouraged by students, teachers, and parents.	School-Based Support Team, Leadership Team, Parent/student representatives
Movie/Activity Nights	Quarterly movie and game nights to increase interaction with teachers, parents, and students. Family Math/Literacy Nights will provide opportunities for families to receive	Attendance of parents/guardians at these activities.	Parent Liaison, PTA, SBST team Administrative Team, and the F.A.C.E. Committee

Commitment 1

	resources to academically help their children at home.		
Community Resource Fair/Job Fair	The SBST will reach out and support family members by providing resources and services available within the Westchester County community.	1) Attendance of parents/guardians at these activities. 2) End of activity Survey/Evaluation	Community Leaders, Parent Liaison, Administrative Team, SBST Team, MVPD Mental Health Council, F.A.C.E. Committee
Parent Social	Parents, guardians, and community will be invited to school assemblies, concerts, Honor Roll Breakfast, Sip and Paint, Staff and Student activities and games, student talent show, and family dance night.	1) Attendance of parents/guardians at these activities. 2) End of activity Survey/Evaluation	Administrative team, Parent Liaison, PTA, parents, staff, and stakeholders, SBST team, PBIS, with fundraising through the PTA as well as increasing the PTA membership
Parents Support meetings	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	SBST Team, Administrative Team, Parent Liaison, Staff, PBIS at Home documents, Funding for refreshments at events
Professional Development for Staff	Staff will attend Professional Development (online or in-person) on various SEL (Social Emotional Learning) 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.

Commitment 1

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 valuable feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	The school has activities/functions to promote positive relationships between teachers and students?	50% Agree 41% Somewhat Agree 9% Disagree
	Ask students, “What is a positive relationship between teachers and students?” Students were able to explain what a positive relationship is.	32% Agree 18% Somewhat Agree 20% Disagree
	You can express your thoughts and feelings to your peers and teachers in a safe space.	61% Agree 20% Somewhat Agree 19% Disagree
	Teachers are interested in your ideas. How do you know?	66% Agree 30% Somewhat Agree 4% Disagree
	You contribute to making your school and community a comfortable environment.	58% Agree 33% Somewhat Agree 9% Disagree
Staff Survey	The school has activities/functions to promote healthy relationships between teachers, students, and parents?	37% Agree 47% Somewhat Agree 16% Disagree

Commitment 1

	I contribute to making your school and community a positive environment.	79% Agree 21% Somewhat Agree 0 % Disagree
Family Survey	The school has activities/functions to promote positive partnerships between teachers, students, and parents. Families are given the opportunity to contribute to making the school a positive community.	32 % Agree 36% Agree 32% Agree 32% Agree 40% Somewhat Agree 28% Disagree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

By the end of the 2022-2023 school year, we would like students, staff, and the community to have positive relationships, increased student motivation and self-esteem to pave the way for improved educational outcomes. This will be gauged through several activity/event surveys and evaluations conducted throughout the school year. Pre- and post- surveys 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>What is one commitment we will promote for 2022-23</p>	<p>We are committed to ensuring the instructional staff use 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>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school’s vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school’s long-term plans?</i> 	<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 a past DTSDE Review of the school. It was observed, there was 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 found that students do know Learning Standards and are aware they must reach the content-specific Learning Standards by the end of the school year. The students stated teachers provide them with support and multiple access to lessons. These areas will therefore be monitored to ensure continuation.</p> <p>How Learning Happens informed us 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 student's individual learning needs.</p> <p>This commitment must be pursued to provide grade-level and 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>

Commitment 2

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The building administrative team will review lesson plans.</p>	<p>Periodically, 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, and student engagement).</p>	<p>Quarterly, lesson plans will be collected to compare and review for improvements and implementation of administrative feedback used.</p>	<ul style="list-style-type: none"> -Office supplies -Lesson plans including differentiation will be modeled and models provided for PD -10 Lesson Plan templates -Schedule quarterly review of Lesson Plan
<p>The Leadership Team will conduct instructional walks each quarter.</p>	<p>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 differentiation with whole and small group instruction.</p>	<p>The Leadership Team will discuss and collaborate using notes for next steps observing teachers' instruction. Student progress will be informed using the school-wide data tracker and Rtl assessments.</p>	<ul style="list-style-type: none"> -Time must be provided after school for the Leadership Team to meet monthly. -School-wide data tracker -Folders maintained for each teacher's feedback and informal observations.

Commitment 2

			<ul style="list-style-type: none"> -Prof. Dev. for peer-to-peer feedback -Walkthrough rubric and checklist
<p>The building administrative team will informally observe teachers' instructional practice daily.</p>	<p>The principal and assistant principal will informally observe 3- 5 classes daily for</p> <ol style="list-style-type: none"> 1. Feedback on planning 2. The facilitation of multiple points of access for core instruction and student engagement during whole-group core instruction and small group instruction. 4. The facilitation of small group RtI instruction. 	<p>Documentation will be maintained by the administrative team to track improvements of teachers' instructional practice.</p>	<p>Each administrator will maintain and share observational documentation instruction, teachers' feedback, and lesson plans samples.</p>
<p>Teachers will consistently use data to inform their lesson planning.</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>Tri-Annually, Admin Team will conduct 1:1 Teachers' Meeting, discussing Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) iReady Diagnostic results and teachers' classroom differentiation. 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"> -Teachers' weekly lesson plans -Lesson plan checklist or rubric used by administrators -Professional development on RtI groupings/instructions, Small-group instruction and scaffolding.

Commitment 2

<p>Teachers will provide supportive materials to access core instruction for struggling learners.</p>	<p>Teachers will use graphic organizers, thinking maps, anchor charts, manipulatives, student engagement protocols, individualized word banks, word walls, and research-based strategies in whole and small group instruction.</p>	<p>Students will be able to increase written responses/scores and use them to explain and interpret visual questions and clues provided by the support given. Content area Word Walls and anchor charts will be displayed in every classroom. Monthly Rtl Goals, Strategies and assessment will document interventions used during the daily ELA and Math intervention period.</p>	<ul style="list-style-type: none"> -Supplies to create anchor charts and/or manipulatives. -Materials to make word bank cards and/or funds to purchase pre-printed cards. -Professional development for research-based strategies -Danielson Rubric
<p>Teachers will be provided professional development for scaffolding core instruction for students below grade level.</p>	<p>The expectation is for teachers to provide multiple points of access during core instruction. Therefore, professional development will be provided regarding scaffolding core instruction and differentiating manipulative/materials.</p>	<p>Administrators will informally and formally observe differentiated instruction and note observations.</p>	<ul style="list-style-type: none"> -Professional development will be provided by district coaches, district standard administrators, BOCES, principal, and teacher colleagues. -Administrators' informal observation checklist
<p>Teachers will facilitate and implement differentiated instruction and</p>	<p>Differentiated lessons and activities will be created and assessed to better support all learners. The MFR system will be utilized to track students' progress on their instructional level. Teachers will provide interventions during Rtl</p>	<p>Teachers will track individual students' progress using an ELA/Math MFR/Rtl Progress monitoring tool.</p>	<ul style="list-style-type: none"> -Professional development on differentiation. -Scaffolded materials, iReady/DIBELS, Language Live/LLI,

Commitment 2

<p>provide interventions at students' instructional levels using student data.</p>	<p>instructional period to build foundational skills.</p>		<p>Running Record data, Parker School data tracker, and teacher-generated assessments</p>
<p>Teachers and specialists will use common planning periods to analyze data to inform instruction.</p>	<p>K-6th grade teachers will meet grade-level colleagues and specialists to plan across the curriculum to support core instruction, increase academic language and differentiate instruction to meet students' instructional level. Encore teachers will be informed of core content topics for cross-curriculum integration.</p>	<p>Meeting notes/minutes which may include ORID forms, will be used to analyze data to inform instruction.</p>	<p>-Curriculum meetings, Supt. Conf. Days -Student data - Analyzing and using data for planning visitation log</p>
<p>Intra-class visitation and/or lab classes of model classes of scaffolded core instruction and small group intervention lessons.</p>	<p>Teachers will observe colleagues' best practices of scaffolding of core instruction small group intervention instruction, student engagement protocols, and Balanced Literacy.</p>	<p>Student progress and achievement will increase through teachers' use of best practices and observation of modeled lessons.</p>	<p>-Scheduled time in the master schedule -Available Classrooms/Space -Professional Development on Scaffolding Core instruction and Small-group interventions</p>
<p>Vertical Team meetings to clarify coherence.</p>	<p>Vertical Team meetings will be held every other month to clarify coherence from one grade to the next.</p>	<p>During curriculum meetings</p>	<p>-Curriculum Guides -Student Expectations/current levels -Data Tracker Meeting Notes Agendas</p>

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)
Student Survey	Teacher’s lessons allow for multiple ways to access the curriculum	80% Agree 17% Somewhat Agree 3% Disagree
	Teachers provide you with multiple techniques to help you understand the lesson.	80% Agree 15% Somewhat Agree 5% Disagree
	Teachers’ lessons are focused on what causes you difficulty.	70% Agree 25% Somewhat Agree 5% Disagree
	Teachers explain what you are going to learn at the beginning of every lesson.	77% Agree 15% Somewhat Agree 7% Disagree
	Students have different assignments in class for the same lesson.	47% Agree 23% Somewhat Agree 30% Disagree
Staff Survey	I use student/class data to plan whole and small group lessons.	89% Agree 11% Somewhat Agree 0% Disagree

Commitment 2

	I adhere to the RtI instructional block with fidelity.	47% Agree 37% Somewhat Agree 3% Disagree
Family Survey	You are informed about your child/children’s progress beside report cards.	72% Agree 16% Somewhat 12% Disagree
	I am aware that my child/children’s instructional level is the same or different than his/her grade level.	64% Agree 16% Somewhat Agree 20% 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 2022-23 school year.

The qualitative data will be reviewed teachers’ lesson plans and observations of instructional practice for differentiation of instruction. Scaffolds and support 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 Cecil H. 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>What is one commitment we will promote for 2022-23?</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>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>As a school, we believe our students should be given a curriculum that is rigorous, relevant, and culturally responsive. It will allow students to be educated at their highest academic levels. Assessments should be meaningful and intentional, while identifying the needs and skills for students to be productive members of society and lifelong learners.</p> <p>When students are intentionally engaged in meaningful lessons in which they are connected and take ownership of their learning. They become active agents and take the authority to drive and shape their own learning.</p> <p>When looking at students' data, many students are below grade level which may result in a resistance to learning or loss of motivation. Therefore, it is important for our students to set realistic and achievable goals. Students will track their progress which may motivate them to attain higher academic levels.</p> <p>As we empower our scholars to achieve their personal best, we thrive to achieve the schools' long-term goal of attaining 90% efficiency in ELA and math. Teachers' pedagogy is implicitly addresses students' individual needs. Student will have a deeper understanding of their progress using formative and summative assessments.</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?
Designated time for common planning surrounding best practices.	At least once a month Professional Learning Committee (PLC) meetings will be used for collaborative planning as well as weekly grade level meetings for K-6. The ORID sheets will be used to track strategies, ideas, and student data to create targeted lessons for the upcoming weeks.	MOY, BOY and EOY growth based on DIBELS, i-Ready scores and targeted lessons and PLC meeting notes	Flexible Scheduling, Time, Grade level chairs, modeling, binders, administrative support
Student progress monitoring of assessments	Students will have the Student Success Plan (SSP) to track their assessments scores and progress monitor their SMART goals. The students will include a growth mindset statement.	Quarterly, the students will use the SSP to track summative assessments for their smart goals. Students will separately track i-Ready, DIBELS, Progress Monitoring and Diagnostic assessments.	Binders, chart paper, stickers, colored pencils, crayons, rules, etc.
Student created summative assessments	Students will be given opportunities to utilize content material to create summative assessments such as Jeopardy	Students created summative assessments will be monitored for growth, based on	Notebooks, post-it, index cards, technology

Commitment 3

	questions, DOK question stems, one pagers, etc.	progress obtained surrounding areas of concerns.	
Data binders	Each teacher will have a binder to track their students' Data.	Students will have quarterly conferences with teachers to discuss their data and progress.	Binder, Access to grades, devices, internet access.
Student choice-based projects.	Students will have a teacher-created menu to choose some of their summative projects to demonstrate knowledge of skills.	Students' success will be seen in the quarterly report cards, project rubrics and increased student engagement.	Construction paper, clay, markers, crayons, colored pencils, Trifold boards, etc.
Teacher/student collaborative rubrics	Students and teachers will create differentiated rubrics together for student-based projects and writing assignments.	Students will be able to articulate their understanding of the components of specific content-based rubrics for grading purposes.	Student conferences, explicit teaching on rubrics, student input

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>
Student Survey	I keep track of tests/quizzes given by teachers.	64% Agree 16% Somewhat Agree 20% Disagree
	I complete the same questions or read the same stories for all tests and quizzes.	45% Agree 13% Somewhat Agree 38% Disagree
	I feel challenged in the classroom.	46% Agree 23% Somewhat Agree 30% Disagree
Staff Survey	I scaffold my grade-level lessons for below-level students to access core instruction.	84% Agree 16% Somewhat Agree 0% Disagree
	I differentiate assessments, projects, or assignments.	84% Agree 11% Somewhat Agree 1% Disagree
Family Survey	My child/children tell me they do not understand what the teacher has taught.	20% Agree 32% Somewhat Agree 48% Disagree
	The teacher adjusts assignments to suit your child/children.	

Commitment 3

		36% Agree 44% Somewhat Agree 20% 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 2022-23 school year.

- There will be an increase in i-Ready and DIBELS scores on all grade levels.
- Overall, students will have a higher-grade point average on report cards.
- More students will be included in Honor Roll status because more students will have a higher-grade point average on report cards.
- Students will have a sense of ownership over their work because they choose how to express their understanding of academic topics (i.e., menu of project options).
- Increase project-based lessons.
- Survey for students, teachers, and parents to determine how helpful/effective the strategies were.

COMMITMENT 4

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

Our Commitment

<p>What is one commitment we will promote for 2022-23</p>	<p>We are committed to planning and fostering students' participation of their own learning by student-goal setting, monitoring, and assessing using a variety of formative and summative data sources. We are committed to facilitating the social and emotional well-being of each child.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<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 done on a consistent basis, 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 and the overall data. Students will develop their ability to self-assess, by reflecting on their quarterly progress.</p> <p>According to the student interviews, most students are aware of their academic levels and participated in goal-setting opportunities. This was also stated in Tenet 3.5 of a past DTSE review. When students and stakeholders take ownership of their learning it is not only meaningful but obtainable. Student voice is important for personalized learning. Monitoring and goal setting is an essential combination. Therefore, for students to achieve their goals, teachers will continue to meet with them to discuss progress and plan to achieve them.</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.</p> <p>At Cecil H. Parker School, we have a shared responsibility to motivate our students and provide them with skills that will empower them to achieve their personal best. Students having an active role in their learning and being able to goal set and progress monitor, will lead them to self-advocacy.</p>

Commitment 4

This commitment correlates with the other 3 commitments, along with the school's long-term plans, because it addresses a wide range of learning styles, instilling a growth mindset, and shows support of our students with their various levels of abilities. Goal setting empowers students and increases their personal sense of agency, which increases their motivation. Students monitoring their SMART goals can inspire their progress toward learning. Having an open mindset is meaningful for students' personal growth. Students encourage their own path to success while transforming how they triumph over the challenges they may encounter. Students will be educated at their highest level to improve their abilities to perform close to or on grade level. Students who are taught at their highest-level exhibit behaviors that show self-worth which propels them to become more confident in themselves and the learning process. Students must take ownership of their learning so they can thrive to become lifelong learners through the utilization of the Social Emotional Learning components.

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?
Use of Digital Tools -Data notebooks -Google Doc Form	Teachers will create folders with documents for each student to monitor their progress regularly. Teachers may also use data notebooks	Students will consistently update their progress to instill accountability. Teachers will conference with students regularly.	Folders, OneNote binders, time for data inputting.
Self-Assessment tools -Online Quizzes -Kahoot! -Nearpod	Students will individually or in a whole group participate in online quizzes and games.	Conferences with teachers and students will be held to discuss and document scores.	Devices for all students, one sign-in account for platforms, folders, OneNote binders
Summative Assessments -Students self-assess some performance -Progress monitoring worksheets	Students will self-assess specific assignments using rubrics. Students will track progress.	Progress-monitoring sheets or SSP will display students tracking of progress. Teachers and students will co-create rubrics.	Digital or paper notebooks, rubrics, time set aside in the schedule for students to have time to reflect and then conference.
Reflective Journal	Students will utilize reflective journals and/or learning logs pertaining to achievements, self-care, and mental wellness.	Teachers and students can qualitatively assess their progress by referring to their journals.	Digital or paper notebooks, time scheduled for students 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)
Student Survey	I set my own academic goals.	66% Agree 5% Somewhat Agree 29% Disagree
	I set my own behavioral goals.	63% Agree 16% Somewhat Agree 21% Disagree
	I know what SMART goals are.	36% Agree 9% Somewhat Agree 55% Disagree
	I met with my teacher to discuss my goals.	36% Agree 14% Somewhat Agree 50% Disagree
	I track my goals and progress.	48% Agree 13% Somewhat Agree 32% Disagree
	I use rubrics to grade my classwork.	37% Agree 18% Somewhat Agree 45% Disagree

Commitment 4

Staff Survey	Do you meet with your students to create, monitor, and discuss their SMART goals?	74% Agree 21% Somewhat Agree 1% Disagree
	Do your students keep track of their student assessment data?	42% Agree 16% Somewhat Agree 42% Disagree
Family Survey	I know my child/children's academic goals for ELA and Math for the school year.	56% Agree 24% Somewhat Agree 20% Disagree
	The school addresses my child's/children's social/emotional needs.	44% Agree 40% Somewhat Agree 16% 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 2022-23 school year.

- Students will maintain portfolios to document their academic progress over a 10-month period.
- Student benchmarking will display an increase in academic performance. Regular teacher/student meetings to discuss goals, expectations, and standards.
- Student SMART goal progress will be discussed with families during Parent/Teacher Conferences and reviewed quarterly with the teacher.
- An increase in the student use and understanding of rubrics which will be used in various content areas each quarter.

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:

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

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:

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

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.

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

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
Ms. Cynthia Crenshaw	PTA President
Ms. Andrea Hyatt-Copeland	Special Education Teacher
Ms. Randi Frankel	Reading Teacher
Ms. Jolie Cohen	ENL Teacher
Ms. Nikia Jones	School Counselor
Ms. Michelle Blair	Teaching Assistant
Ms. Rainelle Martin	Student

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
5/3/22		n/a		X	X	n/a
5/5/22				X	X	
5/12/22				X	X	
5/18/22			X		X	
5/23/22	X		X		X	
5/26/22	X					
6/1/22					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

This process helped to guide and inform the committee to create key strategies, methods and resources for each commitment. In addition, this information helped to raise awareness of the importance of including SEL components within the curriculum.

Equity Self-Reflection

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

N/A, not an Identified School

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.