

LEA Name:	Mount Vernon City School District
LEA BEDS Code:	660900010008
School Name:	Cecil H. Parker Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Natalie Dweck	Title	Principal
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Kenneth Hamilton	25, June 2015
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Elias Gootzeit	25, June 2015

Statement of Assurances

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

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| ☒ | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers |
| ☐ | 2. <i>If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f</i> , it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| ☐ | 3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |
| ☒ | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| ☒ | 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. |
| ☒ | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| ☒ | 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
September 16, 2014	Math and Science Lab	2/9/2015	Math and Science Lab
October 21, 2014	Math and Science Lab	3/17/2015	Math and Science Lab
November 18, 2014	Math and Science Lab	4/21/2015	Math and Science Lab
December 16, 2014	Math and Science Lab	5/21/2015	Math and Science Lab
January 20, 2015	Math and Science Lab		

[illegible]

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	284	% Title I Population	100	% Attendance Rate	92.3
% of Students Eligible for Free Lunch	78%	% of Students Eligible for Reduced-Price Lunch	3.50%	% of Limited English Proficient Students	2.80%	% of Students with Disabilities	17.40%

Racial/Ethnic Origin of School Student Population							
% American Indian or Alaska Native	0.7	% Black or African American	88.5	% Hispanic or Latino	8	% Asian, Native Hawaiian / Other Pacific Islander	1.7
						% White	1
						% Multi-Racial	0

School Personnel							
Years Principal Assigned to School	1		# of Assistant Principals	0.4	# of Deans	0	# of Counselors / Social Workers
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0		% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	10%	Average # of Teacher Absences

Overall State Accountability Status						
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(b) Recipient
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
Did Not Meet Adequate Yearly Progress (AYP) in Science	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
Limited English Proficient	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

☐	Limited Degree (Fewer than 20% of goals were achieved.)
☐	Partial Degree (Fewer than 50% of goals were achieved.)
☒	Moderate Degree (At least 50% of goals were achieved.)
☐	Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

☐	Limited Degree (Fewer than 20% of activities were carried out.)
☐	Partial Degree (Fewer than 50% of activities were carried out.)
☒	Moderate Degree (At least 50% of activities were carried out.)
☐	Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

☐	Limited Degree (No identified subgroups improved achievement.)
☐	Partial Degree (Some of the identified subgroups improved achievement.)
☒	Moderate Degree (A majority of identified subgroups improved achievement.)
☐	Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

☐	Limited Degree (There was no increase in the level of Parent Engagement.)
☐	Partial Degree (There was a minor increase in the level of Parent Engagement.)
☒	Moderate Degree (There was modest increase in the level of Parent Engagement.)
☐	Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

☐	Limited Degree (Fewer than 20% of planned activities were funded.)
☐	Partial Degree (Fewer than 50% of planned activities were funded.)
☒	Moderate Degree (At least 50% of planned activities were funded.)
☐	Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

☒	Tenet 1: District Leadership and Capacity
☒	Tenet 2: School Leader Practices and Decisions
☒	Tenet 3: Curriculum Development and Support
☐	Tenet 4: Teacher Practices and Decisions
☐	Tenet 5: Student Social and Emotional Developmental Health
☐	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Parker is in the process of hiring a full time Guidance Counselor and ESL Teacher for the 2015-2016 school year. In the 2014-2015 school year a Behavior Interventionist was hired. The School Leadership Team, STLE PLC, RTI team, PBIS team and Safety Team have strategically planned and targeted goals for the 2015-2016 school year.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The RTI team has incorporated 1 weekly PLC period and daily RTI periods for each grade level on the 2015-2016 Master Prep / Instructional Schedule. STLE PLC members will meet once per week for debriefing.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

1) Behavior Intervention Specialist hired. This resulted in effective support for struggling students. 2) After School Program was highly effective in addition to the daily coursework. It strengthened the CCSS curriculum for students. Through the extended day program, students were prepared for NYS testing, and, more importantly, in lifelong learning for higher achievement opportunities and college and career readiness. 3) Data Team used information from iReady and State test results to help drive instruction. 4) Literacy Professional Development allowed staff to share best practices longitudinally. 5) PBIS Team received intensive professional development training. 6) Parent Coordinator team and SMART Program engaged parents and community in the social and educational development of Parker students. The involvement of these groups in the growth of the students bridged the important school/community connection.

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

1) Parent Involvement - Andrus Workshops and a Parent Resource Center will be available to all parents. Strategies will be developed to more successfully contact and engage parents. 2) Weekly PLC Periods will improve Teacher collaboration on the evaluation of student data to increase student achievement and monitor student RTI placement 3) All stakeholders will review data to thoughtfully drive instruction, ie. data walls schoolwide and in classroom setting, showing long and short term goals for student achievement and grouping 4) Employ higher order questioning through all grade level lessons in the Common Core shifts 5) Continue to target, differentiate and provide necessary interventions and develop method of providing feedback that is able to be understood and monitored by staff and administration. 5) Staff will facilitate student centered classrooms to help students become empowered independent learners.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The guiding principles connected to the needs of the school involve Parker's administrator and staff's desire to fully engage CCSS curriculum. Also, the student's success in college and career readiness and as life long learners is a driving force behind identified needs.

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

ELA iReady Results Grades 2-6 - September Baseline Tier 1: 15%, Tier 2: 35%, Tier 3: 50% June End of Year Results- Tier 1: 25%, Tier 2: 43%, Tier 3: 32%
Math iReady Results Grades 2-6- September Baseline Tier 1: 7%, Tier 2: 29%, Tier 3: 64% June End of Year Results- Tier 1: 26%, Tier 2: 39%, Tier 3: 35%
Kindergarten Dibels End of the Year Data - Tier 1: 39%, Tier 2: 25%, Tier 3: 36%
Grade 1 Dibels End of the Year Data - Tier 1: 52%, Tier 2: 24%, Tier 3: 24%

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

The Leadership Team, RTI Team and STLE PLC Team will be integral in providing the supports the staff and students need to meet the guiding principles.

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

Student attendance: This will be addressed through schoolwide attendance initiative; Parent-Community connection: Parent Resource Center and parent workshops; Behavior: Behavior specialist, Andrus and PBIS.	
Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. Professional Development workshops that provide support with Data Driven and Differentiated Instruction during RTI, GRAIR and Literacy Center. PLC and PD to analyze student data and how to use it explicitly to instruct	
List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community. School leaders will communicate with the community through the District website, newsletters and Parent Workshops. School leaders will communicate with the staff during Faculty and Curriculum Meetings and through email.	
List all the ways in which the current plan will be made widely available to the public. The SCEP will be made available to the public through the MVCSD website.	
Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY. All Kindergarten students will be screened using the Brigance. Kindergarten teachers will have designated orientation time with the parents of each student. Workshops will be provided by Andrus. The Parent Resource Center will be available to parents at all times.	

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG (G)) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (§ NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

[illegible]

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions		Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of purpose for achieving school-wide goals, and creating an infrastructure/ framework for continuous and sustainable school improvement.
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		The school vision and mission statements will be revised through a cooperative and collective effort, inclusive of community stakeholders, school administrators, cross-representation of the Parker faculty, parents, and student council to develop a school vision which clearly delineates the "roadmap" for student achievement, parent engagement, and a qualified effective workforce. Using Data Driven Decision Making through PLC with a strong focus on student learning and academic achievement.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By November 2015 100% of community stakeholders and staff will become active participants in the shared vision for Parker Elementary. All staff will use student data to drive instruction. All instructional staff will receive student data in September: to inform their instructional grouping and planning to manage student data, creating/conducting Professional Learning Communities (PLC), early screening to identify learning deficits and to create and implement needs based intervention for student improvement. Leaders will effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, instructional practices, community/parent engagement increased response to parent survey. At least 50% of Parker parents will utilize the parents resource center by January 2016 and 90% by May 2016. At least 90% of teachers will implement data driven decision making to foster a higher level of student achievement and social emotional behavior. All students will become a part of the decision making process through surveys and the Parker School attendance initiative. Parent attendance to school activities will increase. Student attendance will increase. Student writing in NYS, classroom and assessment will improve.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2015	6/24/2016	Parker School will host a Kindergarten tea. Parker School will host a family orientation kickoff in September of 2015
9/1/2015	6/24/2016	All teachers will engage in dialogue or direct contact with parents through various modes of communication which will be evidenced by parent/teacher communication log
9/1/2015	6/24/2016	All staff will be provided with Data Driven Decision Making (DDDM) PDs such as looking at student work and the World Cafe Protocol. Staff will progress monitor through iReady, Dibels, and GRAIR. Staff will provide evidence to school leaders supporting the effective use of student data in driving instruction and student achievement as evidenced by whole group, small group and individualized instruction.
9/1/2015	6/24/2016	Parker School Parent Resource Center will be accessible to all parents during school hours.
9/1/2015	6/24/2016	Parent surveys and workshops will be provided on a continuous basis.
9/1/2015	6/24/2016	Update the school's website and continue to produce newsletter to ensure the vision and mission of the school are effectively communicated.
9/1/2015	6/24/2016	Parker School will create Parker's Small Jewels Writing Club: A writing initiative to improve proficiency in writing as reflected by the CCSS in writing and college and career readiness
9/1/2015	6/24/2016	PLCs will drive every aspect of Parker School development and shared decisions September 2015 to June 2016. PLC and DDDM will drive all initiatives including social and academic: Data sets will be used to determine the level of PBIS implementation. Student data will be used to guide all RTI and PLC agendas. PLC and RTI will be aligned for more effective use of student data and best intervention strategies as we target specific student needs.

9/1/2015	6/24/2016	Parker school will become an integral player in the Mount Vernon School District RTI initiative. All staff members will provide multitiered instruction to all students with special focus on ENL students and Students With Disabilities . Instruction and interventions will be targeted to meet student individualized needs.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Continue to align school programs and practices with Race To The Top Requirements, including Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and Data Driven Decision Making as evidenced by District Self-Review based on RTTT Reform Initiatives and School-Wide data (I-Ready, Dibels and NYS Assessments). Continue to help prepare all students for the challenges of reading and math word problems at the college and career readiness level. District should ensure that students are reading progressively more complex texts as they advance through the
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		All students will continue to have access to a challenging, rigorous instructional program based on Common Core State Standards (CCSS) and DOK level 3& 4 questioning that fosters high levels of critical thinking skills; as a result, no less than 35% of all students will achieve proficiency on the appropriate state assessments (ELA & Math) by June 2016. All staff will continue to use data and technology in planning and implementing instruction to prepare our students to be college and career ready and to meet the global demand for technological knowledge.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Achievement in Reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension; Writing: Math: Word problems. Monitor progress to
E1. Start Date: Identify the projected start date for each activity.	9/1/2015	
E2. End Date: Identify the projected end date for each activity.	6/24/2016	
E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.		Administration will continue to communicate district and school-wide policies and expectations for literacy instruction in all content areas as evidenced by student data, PLC meetings, RTI meetings, workshops, conferences, written and digital communications.
	9/1/2015	Principal and staff will implement district wide RTI initiative. All students will have access to high levels of quality intervention strategies through various forms of exposure in ELA and Math by various staff members. Differentiated instruction will be evident during the RTI period.
	9/1/2015	Principal and staff will continue to support and sustain a quality teaching-learning environment by ensuring all educators are participants in professional learning communities that allow them to continuously grow as instructional experts in response to our rapidly evolving, culturally diverse society.
	9/1/2015	Implement the use of office 365 and or Ed Vista for all staff as a tool for curriculum planning, sharing best practices and analyzing student data to sustain and support an improved technology driven teaching-learning environment in response to the global village we live in. Tools will drive collaboration within grade level PLCs and school level activities for rigorous empowering curricula alignment to Common Core State Standards.
	9/1/2015	All students will continue to have access to data and technology driven higher level thinking academic experiences aligned to the Common Core State Standards leading to positive academic growth. All students will show achievement in state, I-Ready, DIBELS, and local assessments.

9/1/2015	6/24/2016	Continue to establish School-Based Inquiry Teams, Data Team, RTI Team, PLCs and processes for ongoing and collaborative review of student assessment data, as evidenced by collection and analysis of data, and using data to drive instruction.
9/1/2015	6/24/2016	Administration and staff will develop a writing program that is targeted towards our specific students needs, aligned to the NYCCSS and will scaffold with students from grades K-6.
9/1/2015	6/24/2016	Continue to provide training for teachers and leaders on effective assessment practices, data collection and analysis, and data-informed instruction and decision making, as evidenced by faculty and curriculum meetings' agenda.
9/1/2015	6/24/2016	Staff will be trained in the use of SMART Board, I-Ready, DIBELS, Waterford, GRAIR, and small group instruction to increase student achievement.
9/1/2015	6/24/2016	Instructors will develop lessons that align with the NYS Common Core State Standards and target students' specific needs, provide tier 2 and 3 vocabulary instruction, increase reading fluency, problem solving strategies and provide higher level thinking using Depth of Knowledge questioning strategies evidenced in lesson plans, lesson targets and classroom environment.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Continue to implement and monitor K-6 instructional frameworks across classrooms for purposes of increasing the number of students meeting AYP accountability measures.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		All students will have access to data driven, intervention based globalized instructional programs aligned with Common Core Standards which facilitates higher level thinking skills. Students will show growth on appropriate state, I-Ready and local assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		PLC team will meet intermittently to use students data to drive instruction, intervention based globalized instructional programs aligned with Common Core Standards that facilitates higher level thinking skills. Students will show growth on appropriate state, I-Ready and local assessments.
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2015	6/24/2016	All staff will continue to identify and assess effective planning and instruction that is indicative of the use of student assessment data, as evidenced by PLC team, lesson plans, and principal's observation.
9/1/2015	6/24/2016	Continue to utilize classroom observations to assess the fidelity of implementation of the district's literacy initiative on student engagement and on the supports for struggling learners, as evidenced by principal observation, PLC grade level team members and student achievement data.
9/1/2015	6/24/2016	Reading Specialist and Early Literacy Specialist will service Tier 3 students as prescribed by the RTI model.
9/1/2015	6/24/2016	Staff will have specific guidelines and training to support students individual learning needs. Instruction will be implemented with fidelity and will be rigorous, targeted and data driven through cooperation among colleagues, and expanded professional roles that will increase teachers efficacy in meeting students' need (PLC planning).
9/1/2015	6/24/2016	Teachers will analyze IReady Benchmark Assessments and NYS Assessments to determine student placement within RTI Tiers and Extended Day Programs.
9/1/2015	6/24/2016	Teachers will attend professional development in RTI, Literacy, Math, Social Studies, Small Grouping, and Learning Centers to increase student achievement.
9/1/2015	6/24/2016	Teachers will participate in weekly PLC meetings to discuss student data, instructional methodologies, target instruction and or intervention and grade level pacing consistency.
9/1/2015	6/24/2016	All staff members will be trained in the implementation of the RTI model. All staff will follow all protocols that are developed by the district which will be evidenced by monthly RTI meetings and ED Vista RTI documentation.

9/1/2015	6/24/2016	Staff will participate in intervisitations of other classrooms to improve on teaching strategy or skills found necessary by school leaders.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Students need to learn in a safe and healthy community, with positive behavioral language and supports.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Teachers will use PBIS socio-emotional programs to address student needs. Parker will establish a means of communication to ensure that the Dignity for All Students (DASA) is built into the school culture to encourage proactive measures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Schedule of assemblies, PBIS Team Meeting Minutes, ODR data, DASA referrals
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2015	6/24/2016	PBIS student of the month, monthly announcement/assembly
9/1/2015	6/24/2016	School building leader and PBIS Committee will monitor monthly ODR's.
9/1/2015	6/24/2016	PBIS committee will provide behavioral boosters based on monthly ODR needs.
9/1/2015	6/24/2016	DASA topics will be highlighted through the school's quarterly newsletter.
9/1/2015	6/24/2016	DASA information will be introduced and reinforced through quarterly email communication to faculty and staff.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	
B1. HEDI Rating:			
B2. HEDI Rating Source:			
B3. HEDI Rating Date:			
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Parker stakeholders are committed to improve : Parent and community involvement, positive parent-staff relationships, parent education and awareness, strong support for parents and students.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		To improve parent involvement through building a culture of partnership and facilitating stronger mutually respectful relationships between families, community, staff members and any other stakeholder as we work together and share in the responsibility of student academic progress and social emotional well being. We will work together vigorously to ensure that all students are college and career ready at their various proficiency levels.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Use of Parent Resource center, Participation Parent Workshops, PTA Meeting Attendance, Bi-monthly school newsletter, Participation in schoolwide monthly parent included birthday celebration, Parent Liasion and attendance rate. Parent workshops through Andrus organization.	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
9/1/2015	6/24/2016	Parents will continue to be informed about student data, RTI, IST and CSE meetings in addition to the Parker's Parent Learning Community and Parent Resource center.	
9/1/2015	6/24/2016	Parent will become an active part of the shared decision making process through school leadership, Parent Liasons and PTA	
9/1/2015	6/24/2016	Parker's Parent Learning Community Institute-School Psychologist, Guidance Counselor, and School Social Worker will continue to provide workshops on academic and behavioral issues to parents, as evidenced by Parker Parent Learning Community Institute Agenda.	
9/1/2015	6/24/2016	Parents will be informed and guided through the rigors of the CCSS and provided with resources that will help them assist their child with academics through the parent resource center and parent workshops.	
9/1/2015	6/24/2016	All staff will continue to communicate with parents through bi-monthly newsletters, up to date webpages, and parent/ teacher conferences, keeping parents informed on curriculum expectations as well as student progress. Staff will provide strategies for academic, behavioral and social growth.	
9/1/2015	6/24/2016	Parents will be active team members through various in school activities such as "Parents as Reading Partners" , birthday celebrations, literacy celebrations and parent involvement days.	
9/1/2015	6/24/2016	Parent volunteers will read to students, as evidence by collaboration with teachers and parents for read aloud during the Literacy Block.	

