



School Comprehensive Education Plan 2023-2024

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

Collaboratively Developed By:

The Cecil H. Parker School SCEP Development Team

SCEP Team Members:

- Jacqueline Green: Principal
- Colleen Cioffi: General Education Teacher
- Jolie Cohen: ENL Teacher
- Andrea Hyatt-Copeland: Special Education Teacher
- Nikia Jones: School Counselor
- Victor Castillo: Social Worker
- Jennifer Brown: Teaching Assistant
- Cynthia Crenshaw: PTA President
- Ranielle Martin: Student Council President

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

Guidance for Teams

Template

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to strengthen and build communication between home and school to enhance educational engagement as well as building trusting relationships as well as deepening connections among students, staff, parents, and the community.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our school community is dedicated to utilizing resources to empower 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 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 a genuine interest in their ideas. Students felt more opportunities should be provided to encourage interaction and opportunities to attend extracurricular and community events. 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. Also, students will 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 embrace their mistakes and improve their self-esteem. This is essential for the school’s long-term plan for students to achieve their highest academic potential.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Survey questions to measure students' thoughts and feelings about relationships, self-esteem, goal setting and motivation in the school community.	We would like to see students, staff, and the community have positive relationships, increase student motivation and self-esteem to pave the way for improved educational outcomes.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1) Would you like to have fun activities with the staff members? 2) Do you feel teachers and staff care about you? 3) Would you like to have more family activities in school? 4) Do you feel teachers and staff listen to you? 	Yes or No	<ol style="list-style-type: none"> 1) 85% Yes 10% No 2) 81% Yes 19% No 3) 61% Yes 39% No 4) 73% Yes 27% No
Staff Survey	<ol style="list-style-type: none"> 1) Would you like to have fun activities with the students and their families during the school year? 2) Do you build relationships with your students' parents/families? 3) Would you like to have more activities to serve our families in school? 4) Do your scholars have a voice in the classroom? 	Yes or No	<ol style="list-style-type: none"> 1) 79% Yes 21% No 2) 83% Yes 18% No 3) 58% Yes 4% No 38% Sometimes 4) 96% Yes 4% No
Family Survey	<ol style="list-style-type: none"> 1) Is it important to you for your child(ren) to do more fun activities with the staff members? 2) Do you feel teachers and staff care about your child(ren)? 3) Would you like to have more family activities in school? 	<p>Yes</p> <p>No</p> <p>Sometimes</p>	<ol style="list-style-type: none"> 1) 86% Yes 0% No 14% Sometimes 2) 79% Yes 7% No 14% Sometimes 3) 64% Yes 7% No

Commitment 1

	4) Are you able to understand the lessons your child(ren) learn in school?		29% Sometimes 4) 50% Yes 0% No 50% Sometimes
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Survey questionnaire to measure students' thoughts and feelings about relationships, self-esteem, goal setting and motivation in the school community.	<ol style="list-style-type: none"> 1) Students, staff, and the community to have positive relationships. 2) Increased student motivation and self-esteem 3) Improved educational outcomes. 	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Student Survey, Student Attendance	The survey will inform the Leadership Team of a baseline of how students feel about their school community relationships.	
Adult/Schoolwide Behaviors and Practices	Family sign-in sheets and parent evaluations at end of event/QR codes with survey links, PTA involvement	Increased motivation and engagement	
Student Behaviors and Practices	Student attendance and/or tardiness	Decreased major referrals and PBIS data	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff building and sustaining strong relationships with students	1) It will be encouraged for staff to 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.	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.	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 resources to academically help their children at home.	Parent Liaison, PTA, SBST team Administrative Team, and the F.A.C.E. Committee
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.	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, and other activities to engage families.	Administrative team, Parent Liaison, PTA, parents, staff, and stakeholders, SBST team, PBIS, with fundraising through the PTA as well as increasing the PTA membership

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to implementing a rigorous and coherent curriculum aligned to standards and ensuring that instructional staff use data-driven instructional protocols that are aligned to content standards, providing multiple points of access to core instruction, using a comprehensive system for formative and summative assessments, and addressing each student’s individual 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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</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>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. Students are aware of their abilities and must be provided rigorous instruction with choices of differentiated learning experiences to address each student's individual needs. This commitment must be pursued to provide grade-level and content-area instruction to all students of varied instructional levels, with opportunities for them 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.</p> <p>Teachers must plan and implement small group instruction which utilizes research-based strategies, at the students’ instructional level, to accelerate the progress of struggling learners. 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.</p> <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 potential. Assessments should be meaningful and intentional, while identifying the needs and skills of students to be productive members of society and lifelong learners. When students are intentionally engaged in meaningful lessons, they become connected and take ownership of their learning.</p>

Commitment 2

	<p>When looking at students' data, many students are below grade level which may result in 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. 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 implicitly addresses students' individual needs, allowing them to have a deeper understanding of their academic progress.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<p>The principal and assistant principal will review lesson plans and informally observe instruction to provide feedback to enhance instructional practices such as: multiple points of access for core instruction, interventions for small group instruction, differentiation of whole and small group instruction, and student engagement.</p>	<p>Administrators hope to see teachers using feedback to improved lesson planning and enhanced facilitation of instruction with foci for instruction for increased student engagement, scaffolded core instruction, RTI implemented with fidelity. The result would be increased student achievement.</p>	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1) Are you able to understand your lessons in school? 2) Do you let your teacher know when a lesson is too hard or you do not understand something? 3) Do your teachers explain what you are about to learn? 	<p style="text-align: center;">Yes</p> <p style="text-align: center;">No</p> <p style="text-align: center;">Sometimes</p>	<ol style="list-style-type: none"> 1) 24% Yes 3% No 75% Sometimes 2) 68% Yes 32% No 3) 82% Yes 3% No

Commitment 2

			14% Sometimes
Staff Survey	<ol style="list-style-type: none"> 1) Are lessons differentiated for your scholars? 2) Do you provide various instructional support for students below grade level during grade-level instruction? 3) Before or during lessons, do you explain what student are learning and why it is important? 	<p>Yes</p> <p>No</p> <p>Sometimes</p>	<ol style="list-style-type: none"> 1) 67% Yes 4% No 29% Sometimes 2) 75% Yes 4% No 21% Sometimes 3) 96% Yes 0% No 4% Sometimes
Family Survey	<ol style="list-style-type: none"> 1) Do you feel teachers and administrators listen to you? 2) Do you teach your children to let the teacher know when a lesson is too hard or if they do not understand something? 3) Do your child(ren) understand the lessons they are learning and why they are important? 	<p>Yes</p> <p>No</p> <p>Maybe</p>	<ol style="list-style-type: none"> 1) 93% Yes 7% No 2) 100% Yes 0% No 3) 57% Yes 7% No 36 % Sometimes

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Lesson plans with feedback, informal/formal observations with feedback, i-Ready data, RTI Progress-Monitoring Tool, Data Tracker,	Teachers providing access to instruction to students below grade level. Instructional groups focused on acc	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

Student Data	Data Tracker, Teacher assessments, RTI progress-monitoring tool	Increased student achievement	
Adult/Schoolwide Behaviors and Practices	Administrative observations, RTI Progress-Monitoring Tool	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.	
Student Behaviors and Practices	Administrative observations, RTI Progress-Monitoring Tool	Students will actively participate in learning activities and have resources provided during instruction to	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The building administrative team will review lesson plans.	Periodically, the principal and assistant principal will review lesson plans 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).	<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
The Leadership Team will conduct instructional walks each quarter.	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	<ul style="list-style-type: none"> Time must be provided after school for the Leadership Team to meet monthly. -School-wide data tracker

Commitment 2

	feedback to teachers to improve differentiation with whole and small-group instruction.	-Folders maintained for each teacher's feedback and informal observations. -Prof. Dev. for peer-to-peer feedback -Walkthrough rubric and checklist
The building administrative team will informally observe teachers' instructional practice daily.	The principal and assistant principal will informally observe 5 classes daily with for the following foci: 1. Feedback on planning 2. Facilitation of multiple points of access for core instruction 3. Student engagement with active participation during whole-group and small group instruction. 4. Facilitation of small-group RTI instruction.	Each administrator will maintain and share observational documentation instruction, teachers' feedback, and lesson plans samples
Teachers will consistently use data to inform their lesson planning.	Using mandated-district assessments, teacher-generated assessments, pre-/post-skill tests, and RTI assessments, teachers will plan their instruction based on the needs of the whole class, groups, and individual students.	-Teachers' weekly lesson plans -Lesson plan checklist or rubric used by administrators -Professional development on RTI groupings/instructions, Small-group instruction and scaffolding
Teachers will provide supportive materials to access core instruction for struggling learners.	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.	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
Teachers will be provided professional development for scaffolding core instruction for students below grade level.	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.	Professional development will be provided by district coaches, district standard administrators, BOCES, principal, and teacher colleagues. -Administrators' informal observation checklist
Teachers will facilitate and implement differentiated	Differentiated lessons and activities will be created and assessed to better support all learners. A RTI Progress-Monitoring Tool will be	-Professional development on differentiation.

Commitment 2

<p>instruction and provide interventions at students' instructional levels using student data.</p>	<p>utilized to track students' progress on their instructional level. Teachers will provide interventions during RTI instructional period to build foundational skills.</p>	<p>-Scaffolded materials, i-Ready/DIBELS, Language Live/LLI, 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-8th 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>-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 scaffolded core instruction and small group intervention lessons.</p>	<p>Teachers will observe colleagues' best practices of the scaffolding of core instruction small group intervention instruction, student engagement protocols, and Balanced Literacy.</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>-Curriculum Guides -Student Expectations/current levels -Data Tracker Meeting Notes Agendas</p>

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 2023-24?</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 will focus on strategies that facilitate the active learning process by teaching students how to learn and how to use what they have learned to solve problems and be successful.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</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 lifelong learners. Teachers will model effective ways to assess and monitor students' progress. Assessments will be done consistently, using state and district data; while students will use formative and summative assessment data to create and monitor their SMART goals. Teachers will plan according to the students' SMART goals 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. When all stakeholders take ownership of student 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> <p>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, instills 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</p>

Commitment 3

	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 potential to improve their abilities to perform close to or on grade level. Students who are taught at their highest potential 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.
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Student Success Plan (SSP), i-Ready data, teacher assessments, student rubrics, report cards	Students create and monitor their goals and track their assessments. Student achievement will increase. Teachers will implement RTI instruction with fidelity.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	1) Do you keep track of your ELA and math goals and work to reach them? 2) Does your teacher give you rubrics to grade your own work?	Yes or No	1) 78% Yes 22% No 2) 66% Yes 34% No
Staff Survey	1) Do your students keep up with their Student Success Plans (SSP)? 2) Are your students provided a rubric at the beginning of writing or project assignments?	Yes No Sometimes	1) 67% Yes 33% No 2) 46% Yes 17% No 38% Sometimes
Family Survey	1) Do you know your child(ren) keeps track of their ELA and math goals and if they work to reach them? 2) Are your child(ren) given opportunities to grade their own work or the work of their peers?	Yes No Not Sure	1) 50% Yes 14% No 36% Sometimes 2) 0% Yes 0% No 100% Sometimes

Commitment 3

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	5 weeks progress report i-Ready	Checking on students' progress and understanding during the school year	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Students will maintain portfolios to document their academic progress over a 10-month period.	An increase in students' use of rubrics used in various content areas. Consistent student tracking of their academic progress.	
Adult/Schoolwide Behaviors and Practices	Student individual conferences	Teachers document their student conferences discussing areas of progress and those in need of improvement. The student will plan with the teacher their EOY SMART goals and how they will reach them.	
Student Behaviors and Practices	Student Success Plan (SSP)	Students will track their progress with RTI instruction and reach their MOY SMART goals for ELA and Math.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to

Commitment 3

		support these strategies?	
<p>Self-Assessment tools</p> <ul style="list-style-type: none"> -Online Quizzes -Kahoot! -Nearpod -Bookit 	<p>Students will individually or in a whole group participate in online quizzes and games.</p>	<p>Conferences with teachers and students will be held to discuss and document scores.</p>	<p>Devices for all students, one sign-in account for platforms, folders, OneNote binders</p>
<p>Summative Assessments</p> <ul style="list-style-type: none"> -Students self-assess some performance -Progress monitoring worksheets 	<p>Students will self-assess specific assignments using rubrics. Students will track progress. Students will create checklists with their most common mistakes.</p>	<p>Progress-monitoring sheets or SSP will display students tracking progress. Teachers and students will co-create rubrics.</p>	<p>Digital or paper notebooks, rubrics, time set aside in the schedule for students to have time to reflect and then conference.</p>

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 2023-24?</p>	<p>At Cecil H. Parkers School, we believe that every student should have the support and resources to maintain their emotional well-being. We will implement Social Emotional Learning (SEL) into lesson plans designed to ensure the development of the whole child.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our commitment to Social Emotional Learning will align with our No Place for Hate (NPFH) initiative, BRIM anti-bullying online system, Dignity for All Students Act (DASA), Positive Behavior Intervention and Supports (PBIS), along with our Response To Intervention (RTI) procedures.</p> <p>We would like to ensure that every student will have the social-emotional skills to help connect with other peers and staff. A rigorous social-emotional learning plan may lead to greater achievement that may help to improve the mental health of our students. In addition, it may help students to identify and cope with life stressors. This commitment will promote the five pillars of Social Emotional Learning in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>We will analyze data to increase our awareness of student needs, challenges, and achievements. PBIS will continue to be implemented with fidelity to highlight positive behavior and decrease challenging behaviors.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Student survey, PBIS Rewards System Data, SBST documentation, Parker School Suspension Monitoring Tool</p>	<p>There will be an increase in students' positive behaviors. There will be fewer suspensions and more restorative practices as a result of challenging behaviors.</p>	

Commitment 4

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1) Does your teacher have morning meetings? 2) Do you feel included in school? 3) Did you know we have people to talk to if you feel like you are not having a good day or something is bothering you?	Yes or No	1) 74% Yes 26% No 2) 70% Yes 30% No 3) 84% Yes 16% No
Staff Survey	1) Do you conduct morning meetings daily? 2) Do your students feel the classroom is a risk-free environment with their peers where they can make mistakes? 3) Do you feel supported by your building leaders?	Yes No Sometimes	1) 46% Yes 29% No 25% Sometimes 2) 67% Yes 34% No 29% Sometimes 3) 38% Yes 13% No 50% Sometimes
Family Survey	1) Are you aware if your child(ren)'s teacher has morning meetings to check their feelings? 2) Do your children feel included in school? 3) Did you know we have people to talk to if your child(ren) are feeling like they are not having a good day or something is bothering them?	Yes No Sometimes	1) 57% Yes 43% No 2) 50% Yes 14% No 36% Sometimes 3) 64% Yes 36% No

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	PBIS data, student survey, "On a Roll" awards	We would hope to find an increase in positive student behavior as well as self-worth, empathy, and motivation.	

Commitment 4

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	PBIS data, surveys	We would hope to see a decrease in student challenges behavior and increase in positive behaviors. Students becoming open-minded to accepting differences	
Adult/Schoolwide Behaviors and Practices	Morning meetings & Class push-ins from SBST when necessary, on various topics. No Place For Hate activities	Students will develop a positive mindset to enhance their self-awareness, self-management, relationship skill building, responsible decision making and overall promote mental wellness.	
Student Behaviors and Practices	PBIS data, "On a Roll"	Student's will build peer to peer friendships and strengthen social connections.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development for Staff	Staff can be trained on the five pillars of Social Emotional Learning, Mindfulness, and Restorative Practices.	Parker SBST Members, BOCES
Build trusting relationships with students so that staff are able to identify their mental health needs.	Teachers will conduct morning meetings. Staff will greet students during arrival and dismissal.	Staff
The School-Based Support Team (SBST) team will work closely with any students of concern. Staff and students will engage in Check-	We will review PBIS data to provide counseling as necessary, assign mentors for CICO, and celebrate positive behaviors. A newcomer group will be created and aligned with PBIS, for	Parker School SBST Members

Commitment 4

<p>In/Check-Out (CICO) with assigned students daily. We will ensure that we understand the needs of the newly enrolled students before being placed in a class setting.</p>	<p>orientation/tour, and needs assessment before being placed into a class.</p>	
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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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Jacqueline Green	Principal
Cynthia Crenshaw	PTA President
Colleen Cioffi	General Education Teacher
Andrea Hyatt-Copeland	Special Education Teacher
Jolie Cohen	ENL Teacher
Nikia Jones	School Counselor
Victor Castillo	Social Worker
Jennifer Brown	Teaching Assistant
Ranielle Martin	Student Council President

Our Team's Process

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
6/1/23	X	X					
6/6/23			X	X	X		X
6/8/23						X	X

Learning As A Team

Directions

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

Student Interviews

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

We provided student surveys to students in 2nd-8th grades. We also spoke to student council leader to review and provide necessary input in the plan.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.