



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

The Cecil H. Parker School SCEP Development Team 2024-2025

SCEP Team Members:

- Jacqueline Green: Principal
- Shawnta Smith: General Education Teacher
- Jolie Cohen: ENL Teacher
- Andrea Hyatt-Copeland: Special Education Teacher
- Nikia Jones: School Counselor
- Danielle Green: School Psychologist
- Saroya Brown: General Education Teacher
- Michelle Blair: Teaching Assistant
- Clifton Abney: Community Member
- Gabrielle Robinson: 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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan to self-assess their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

Evidence-Based Intervention 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 intervention, 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 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention 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)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to strengthening and building communication between home and school to enhance educational engagement, build trusting relationships and 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.</p> <p>A student representative suggested establishing social and emotional lessons for students who may feel uncomfortable and need more support to expand their social abilities in a safe and confidential manner.</p> <p>This commitment is necessary because when students are engaged in explicit and relatable lessons, they are more likely to feel safe making social, emotional, and cognitive connections to content areas. 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 that 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>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Staff building and sustaining strong relationships with students	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	- Planning activities based on staff and students' interests. -Create a poll/survey for suggested activities to gather input and ideas. -Staff and students will engage in monthly check-ins to help build empathy between students and staff.
Family/Parent Meetings	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-Families come to this activity to get acquainted to build relationships with families. -By offering a separate Zoom meeting for families who cannot attend on the in-person night so they can still feel part of the school community.
-Movie/Activity Nights	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-Movie and game nights to increase interaction between teachers, students, and families. -Math/Literacy Nights help to provide opportunities for families to receive resources/strategies to academically help their children at home. -Paint and sip night
Community Resource Fair/Job Fair	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-The SBST/FACE committee will plan a fair to support family members, providing many useful/needed resources and services available within the Westchester County community. -Creating an information packet with resource information to provide families throughout the year.

Implementation

KEY STRATEGY 1	Staff building and sustaining strong relationships with students
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?

Commitment 1

- Create a poll/survey for suggested activities based on student/staff interests	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Staff and students will engage in CICO to build relationships and will inform parents with weekly progress reports.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
-Encouraged for staff to attend students' extra curricula activities to interact with parents and students in a social setting.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
-Monthly check-ins to foster on-going relationships-digital activity to measure responses	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>-PTA, Administrative Team, Parent Liaison, -SBST Team, School Staff, and Community organizations. -Supplies/materials for activities -Schoology-Padlet, PBIS - Canvases - Paints</p>	

KEY STRATEGY 2	Family/Parent Meetings
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Meet and Greet Night for staff and families to meet in the month of September.	When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/>
-Zoom meeting night for families who can't attend Family/Parent Night.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>-School-Based Support Team, Leadership Team, Parent/student representatives Pa-rent Liaison, PTA, SBST team Administrative Team, and the F.A.C.E. Committee</p>	

KEY STRATEGY 3	Movie/Activity Nights
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Quarterly movie and game nights to increase interaction with teachers, parents, and students.	When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Family Math/Literacy Nights will provide opportunities for families to receive resources to academically help their children at home.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Family dances	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>Parent Liaison, PTA, SBST team Administrative Team, and the F.A.C.E. Committee</p>	

Commitment 1

KEY STRATEGY 4	Community Resource Fair/Job Fair	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		
		When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
-The SBST/FACE committee will plan a fair to support family members, providing resources and services available within the Westchester County community.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
-Have ready-made information available for families who cannot attend.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Community leaders, Parent liaison, Administrative Team, SBST Team, MVPD, Mental Health Council, F.A.C.E. committee.		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
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 survey, PBIS Rewards	Decreased major referrals and PBIS data, increased motivation and relationship building	

Commitment 1

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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 education outcomes 	
End-of-the Year Targets	Student survey, PBIS Rewards System Data, SBST documentation, Parker School Suspension Monitoring Tool	<ol style="list-style-type: none"> 1. More restorative practices as a result of challenging behaviors-(5 R's: relationships, respect, responsibility, repair, reintegration) 2. Students, staff, and the community to have positive relationships. 3. There will be fewer suspensions 	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1) Would you like to do fun activities with the staff members?	<ol style="list-style-type: none"> 1) 94% Yes 6 % No 	Yes or No	

Commitment 1

	<p>2) Do you feel teachers and staff care about you?</p> <p>3) Would you like to have more family activities in school?</p> <p>4) Do you feel teachers and staff listen to you?</p>	<p>2) 81% Yes 19% No</p> <p>3) 78% Yes 22% No</p> <p>4) 59% Yes 41% No</p>		
Staff Survey	<p>1) Would you like to have fun activities with the students and their families during the school year?</p> <p>2) Do you build relationships with your students' parents/families?</p> <p>3) Would you like to have more activities to serve our families in school?</p> <p>4) Do your scholars have a voice in the classroom?</p>	<p>1) 90% Yes 10 % No</p> <p>2) 90% Yes 10% No</p> <p>3) 67% Yes 0 % No 33% Maybe</p> <p>4) 95% Yes 5% No</p>	<p>Yes or No</p> <p>Maybe</p>	
Family Survey	<p>1) Is it important for your child(ren) to do more fun activities with the staff members?</p> <p>2) Do you feel teachers and staff care about your child(ren)?</p> <p>3) Would you like to have more family activities in school?</p> <p>Are you able to understand the lessons your child(ren) learn in school?</p>	<p>1) 93% Yes 0% No 7% Maybe</p> <p>2) 67% Yes 10% No 22% Maybe</p> <p>3) 63% Yes 1% No 36% Maybe</p>	<p>Yes</p> <p>No</p> <p>Maybe</p>	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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?</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>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. 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 with 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. 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. 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>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Commitment 2

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
The building administrative team will review lesson plans.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The data from the student survey indicated that 78% of students can sometimes understand the lessons being taught. The administrative team will refine on this strategy by ensuring evidence of scaffolding is present in lesson plans
The Leadership Team will conduct instructional walks each quarter.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The leadership team will refine this strategy by providing teachers with scaffolding and differentiation strategies to use during instruction.
Teachers will use common planning periods to analyze data to inform instruction.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The data from teachers indicate that grade level-team meetings with specialists to plan across the curriculum to support core instruction, increase academic language and differentiate instruction to meet students' instructional level, is both beneficial and helps with gathering pertinent knowledge regarding students' academics etc. Encore teachers will be informed of core content topics for cross-curriculum integration.
Teachers will be provided professional development for scaffolding core instruction for students below grade level.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers provide multiple points of access during core instruction. Therefore, professional development will be provided regarding scaffolding core instruction and differentiating manipulative/materials.
Intra-class visitation and/or lab classes of model classes of differentiation/scaffolded core instruction and small group intervention lessons.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will observe colleagues' best practices of the differentiation of core instruction, small group intervention instruction, and student engagement protocols.
Refer students to the MTSS Team	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students who are lacking progress academically and behaviorally with provided support.

Implementation

KEY STRATEGY 1	The building administrative team will review lesson plans.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
The principal and assistant principal will review lesson plans and provide feedback on the planning of multiple points of access for core instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The principal and assistant principal will monitor the interventions for instruction (differentiation of whole and small group instruction).	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 2

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Office supplies and lesson plans including differentiation will be modeled and models provided for PD	
10 Lesson Plan templates, schedule a quarterly review of lesson plans	

KEY STRATEGY 2	The Leadership Team will conduct instructional walks each quarter.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
To provide collegial support, the Leadership Team will conduct focused instructional walks of various grade levels each quarter	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The Leadership Team will observe student engagement for whole and small-group instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The team will provide feedback to teachers to improve differentiation with whole and small-group instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Time must be provided for the Leadership Team to meet monthly.		
-School-wide data tracker		
-Folders maintained for each teacher’s feedback and informal observations.		
-Prof. Dev. for peer-to-peer feedback		
-Walkthrough rubric and checklist		

KEY STRATEGY 3	Teachers and specialists will use common planning periods to analyze data to inform instruction.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
K-8 th grade teachers will meet with grade-level colleagues to plan across the curriculum to support core instruction	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
K-8 th grade teachers will increase academic language and differentiate instruction to meet students’ instructional level	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Encore teachers will be informed of core content topics for cross-curriculum integration.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
K-8 th grade teachers will meet during faculty, curriculum meetings, PLCs, and Supt. Conf. Days		
Teachers will use student data		

KEY STRATEGY 4	Teachers will be provided professional development for scaffolding core instruction for students below grade level.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Teachers provide multiple points of access during core instruction. Therefore, professional development will be provided regarding scaffolding core instruction and differentiating manipulative/materials.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		

Commitment 2

<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>Professional development will be provided by district coaches, district standard administrators, BOCES, administration and teacher colleagues. -Administrators’ informal observation checklist. Time and space in the schedule to absorb curriculum and new teachings will be provided to all staff before requiring the implementation of strategies.</p>

KEY STRATEGY 5	Refer students to the MTSS Team
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
<p>PLC meetings will be held twice monthly. During these meetings teachers will discuss students who are making minimal growth and academic and behavioral interventions that will be put in place within a 4-6 week timespan. Form C should be completed at every PLC meeting to take notes on, and track all agreed upon interventions.</p>	<p>When will this be in place?</p> <p>by EPM by MYB</p>
<p>After 4-6 weeks, the teacher will complete MTSS Problem-Solving and CSE Referral form for students who do not make progress despite the use of interventions discussed during PLC. Within 1 week of this form being turned in, MTSS will schedule an initial MTSS parent meeting to discuss the student’s ongoing academic and/or behavioral delays, interventions that will be put in place for an additional 4-6 weeks, and how growth or lack of growth will be tracked.</p>	<p>by EPM by MYB</p>
<p>A follow-up MTSS parent meeting will be held 4-6 weeks after the initial MTSS parent meeting. Should they continue to show no growth, a CSE referral is put in.</p>	<p>by EPM by MYB</p>
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<p>Professional development will be provided by district coaches, district standard administrators, BOCES, administration, and teacher colleagues. -Administrators’ informal observation checklist. Time and space in the schedule to absorb curriculum and new teachings will be provided to all staff before requiring the implementation of strategies.</p>	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
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Commitment 2

Review Lesson Plans	Evidence of differentiation, small group instruction and student engagement protocols in lesson plans	The leadership team hopes that teacher lesson plans show evidence of differentiation, small group instruction and student engagement protocols.	
Instructional Walk-Throughs	Evidence of differentiation, small group instruction and student engagement protocols during instruction	The leadership team will conduct focused instructional walk-throughs to monitor and observe scaffolded instruction for whole and small group instruction. The team hopes to provide feedback to teachers to improve differentiation with whole and small-group instruction.	
Teachers and specialist analyze data to inform instruction	Evidence of collaboration with k-8 th grade teachers and specialists	The leadership team hopes that K-8 th grade teachers and specialists will use data to plan across the curriculum to support core instruction. The leadership teams hope to see an increase in academic language and differentiate instruction to meet students' instructional level. The leadership team hopes to see cross-curriculum integration between classroom and encore teachers.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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 provide access to instruction to students below grade level. Instructional groups focused on acc	

Commitment 2

<p>End-of-the Year Targets</p>	<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 improve lesson planning and enhanced facilitation of instruction with focus for instruction for increased student engagement, scaffolded core instruction, RTI implemented with fidelity. The result would be increased student achievement.</p>	
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Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>1) Are you able to understand your lessons in school?</p> <p>2) Do you let your teacher know when a lesson is too hard, or you do not understand something?</p> <p>3) Do your teachers explain what you are about to learn?</p>	<p>1) Yes 15% No 0% Sometimes 68%</p> <p>2) Yes 54% No 29%</p> <p>3) Yes 54% No 9% Sometimes 20%</p>	<p>Yes</p> <p>No</p> <p>Sometimes</p>	
<p>Staff Survey</p>	<p>1) Are lessons differentiated for your scholars?</p> <p>2) Do you provide various instructional support for students</p>	<p>1) Yes 17% No 0% Sometimes 5%</p> <p>2) Yes 14%</p>	<p>Yes</p> <p>No</p>	

Commitment 2

	below grade level during grade /level instruction?	No 0% Sometimes 4%	Sometimes	
	3) Before or during lessons, do you explain what students are learning and why it is important?	3) Yes 19% No 0% Sometimes 3%		
Family Survey	1) Do you feel teachers and administrators listen to you?	1) Yes 38% No 13%	Yes	
	2) Do you teach your children to let the teacher know when a lesson is too hard or if they do not understand something?	2) Yes 48% No 3%	No	
	3) Do your child(ren) understand the lessons they are learning and why they are important?	3) Yes 39% No 6% I Don't Know 6%	I Don't Know	

COMMITMENT 3

(this section can be deleted if there is no third Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to planning and fostering students' participation in their 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 demonstrate effective methods for evaluating and supervising students' progress. Assessments will be consistent and based on state and district data, and students will utilize both formative and summative assessment data to set and track their SMART goals. Teachers will plan their instruction based on students' SMART goals and the overall assessment data. Moreover, students will enhance their self-assessment skills by reflecting on their quarterly progress.</p> <p>According to the student interviews, most students are aware of their academic levels and participate in goal-setting opportunities. When all stakeholders take ownership of student learning it is not only meaningful but obtainable. The 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 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 for our students with their various levels of abilities. Goal setting empowers students and increases their sense of agency,</p>

Commitment 3

	<p>which increases their motivation. Students monitoring their SMART goals can inspire their progress toward learning. Having an open mindset is meaningful for students’ personal growth. Students encourage their 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.</p>
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Students will individually or in whole group participate in online quizzes.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Conferences with teachers and students will be held quarterly to discuss and document scores.
Students will self-assess specific assignments using rubrics. Students will track progress. Students will create checklists with their most common mistakes.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Progress-monitoring sheets or SSP will display students tracking progress. Teachers and students will co-create rubrics that will be used for assessment.
Students will track their progress by constantly reviewing their grades one-to-one with their teachers.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students will diligently track their progress with RTI interventions and running record reading level data on their “Student Success Plan.”
Teachers will provide evidence-based interventions to provide foundational support and accelerate progress during designated RTI periods and core instruction.	NEW EXPAND REFINE	Teachers will continue to document the evidence-based practices used during small group RTI instruction. Teachers will start to plan the use of evidence-based practices to differentiate core instruction. Professional development will be provided to the instructional staff.

Commitment 3

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

KEY STRATEGY 1	Students will individually or in whole group participate in online quizzes.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
The teachers will select online quiz platforms that align with students' goals or objectives. Examples, Kahoot, Quizzes, or Blooket.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The teachers will provide instruction before the quizzes and monitor students' participation and check for correctness.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will receive feedback from teachers on a regular basis to identify students' strengths and areas of weaknesses.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will show 5% improvement in all subject areas during assessments.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Teachers, Smart Board, Laptops, Wi-Fi, Access to online platforms.		

KEY STRATEGY 2	Students will self-assess specific assignments using rubrics. Teachers and students will co-create various rubrics.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Students will be asked to actively reflect on their work and identify the most common mistakes they make. They will then create personalized checklists to keep track of these mistakes and work on improving in those specific areas.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will be given the opportunity to review the rubrics provided for their assignments, ensuring a clear understanding of the criteria and performance levels expected.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will make informed self-assessments of their work, comparing it against the rubrics to evaluate their performance accurately.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Teachers will examine the self-assessments completed by students using the provided rubrics. By comparing their evaluations with those of the students, teachers will be able to provide constructive feedback and engage in discussions about any disparities, thus supporting students in their learning and development.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Rubrics created by teachers and students, student's checklists to monitor their progress, one to one meetings, i-Ready report data.		

Commitment 3

KEY STRATEGY 3	Students will create benchmark goals and track their progress by constantly reviewing their grades one-to-one with their teachers.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
All K-6th grade teachers and 7 th -8 th grade ELA and math teachers will conference with students to set MOY reading and math i-Ready goals, F&P goals, behavior goals, and other SMART goals.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
All K-8 th grade students will have their MOY reading and math i-Ready goals meticulously created using the diagnostic growth data, a key factor in their academic progress.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
All K-8 th grade students will have an F&P reading level goal created.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
All K-8 th grade students will have a behavioral goal created	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will track RTI assessment data in their Student Success Plan (SSP). Tier 1, every 6-8 weeks; Tier 2, every 5-6 weeks; and Tier 3, every 4 weeks.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students will track Running Record/F&P Level data in their Student Success Plan (SSP). Tier 1, every 6-8 weeks; Tier 2, every 5-6 weeks; and Tier 3, every 4 weeks.	by EPM by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
1) i-Ready data, 2) i-Reading Toolbox of instruction, 3) RTI intervention books in the school professional library, 4) interventioncentral.org, 5) ChatGPT.com, 6) folders, 7) running record sheets, 8) Scholastic Guiding Reading Assessment kit, 9) Reading A-Z running records platform, 10) F&P/Grade-Level Conversion Chart, 11) RTI Resource Padlet, 12) Classroom teachers providing Tier 1 and Tier 2 instruction, 13) Reading Specialists providing Tier 3 instruction		

KEY STRATEGY 4	Teachers will provide evidence-based interventions to provide foundational support and accelerate progress during designated RTI periods and core instruction.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Teachers have created data-based instructional groups for ELA RTI instruction and math RTI instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will be provided with professional development on how to differentiate core instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will identify areas of weakness to provide intense, explicit instruction on a specific skill/strategy utilizing evidence-based lessons, strategies, and interventions. Tier 1, lesson facilitation with various interventions for 6-8 weeks; Tier 2, lesson facilitation with various interventions every 5-6 weeks; and Tier 3, lesson facilitation with various interventions every 4 weeks.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The RTI groups will be fluid. Teachers will exit students out of content-specific groups according to tier level for those with 80% mastery and maintain students below mastery for continued interventions with the specific skill/strategy and continue interventions with another specific area of weakness.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will document the following: a) specific skill/strategy/standard addressed for each intervention cycle, b) evidence-based interventions/lessons used during the cycle, c) students in the group, and d) SMART goal created to assess 80% mastery.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

Commitment 3

1) Classroom teachers’ RTI progress-monitoring forms, 2) i-Reading Toolbox of instruction for Tier 2 instruction, 3) RTI intervention books in the school professional library, 4) RTI Resources Padlet, 5) interventioncentral.org, 6) ChatGPT.com to differentiate texts and lessons, 7) folders, 8) Scholastic guided reading books, 9) F&P/Grade-Level Conversion Chart, 10) Classroom teachers providing Tier 1 and Tier 2 instruction, 11) Reading Specialists providing Tier 3 instruction

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy		What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	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. Students tracking RTI intervention assessments and i-Ready benchmarking assessments	<ul style="list-style-type: none"> - An increase in students’ use of rubrics in various content areas. Consistent student tracking of their academic progress. - Students’ i-Ready diagnostic growth data will be used to set SMART goals 	Baseline data will be created for benchmark assessments.	

Commitment 3

<p>Adult/Schoolwide Behaviors and Practices</p>	<ul style="list-style-type: none"> - Student individual conferences - Data-based groups created - Student Success Plans will be completed after conferencing with students. - Teachers will be professional development on how to differentiate core instruction. - Teachers will document all evidence-based interventions, standards/strategy addressed, and measurements of mastery. 	<p>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.</p> <ul style="list-style-type: none"> - Teachers' RTI Progress-Monitoring Tool will be reviewed every 6 weeks. 	<p>Teachers must have each student's diagnostic growth data used to create SMART goals and conference with their students.</p>
<p>Student Behaviors and Practices</p>	<p>Student Success Plan (SSP)</p>	<p>Students Success Plans will have SMART goals and begin to track their progress with F&P reading levels, RTI assessments in ELA and Math.</p>	<p>We should see students setting goals for their Middle-of-the Year i-Ready reading and math assessments. Students inputting their first assessments.</p>

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>

Commitment 3

<p>Mid-Year Benchmark(s)</p>	<ul style="list-style-type: none"> - 5 weeks progress report - i-Ready Benchmarks - RTI Progress-Monitoring Tool - Student Success Plan 	<ul style="list-style-type: none"> - Checking on students' progress and understanding during the school year - Students will track RTI assessment data in their Student Success Plan (SSP). Tier 1, every 6-8 weeks; Tier 2, every 5-6 weeks; and Tier 3, every 4 weeks 	<ul style="list-style-type: none"> - We should see academic growth reflected in most students' assessments. - Students maintain their SSPs and track their progress. Those with mastery in RTI skills will move to other groups and others will remain until mastery is achieved.
<p>End-of-the Year Targets</p>	<p>Student Success Plan (SSP), i-Ready data, teacher assessments, student rubrics, report cards</p>	<p>Students create and monitor their goals and track their assessments. Student achievement will increase. Teachers will implement RTI instruction with fidelity.</p>	<p>- When analyzing the data, we anticipate that students will reach the academic objectives established for them at the beginning of the school year, as a result of effective instruction. Students would have tracked all their RTI assessments. In i-Ready reading, 50% of the students will reach their typical growth and 15% will reach their stretch growth. In i-Ready math, 50% of the students will reach their typical growth and 15% will reach their stretch growth. Students below grade level will display 1 to 1.5 years of growth on their F&P reading level. Students on or above grade level will maintain or increase their reading level.</p>

Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>1) Do you keep track of your ELA and math goals and work to reach them?</p>	<p>1) 76 % Yes 24 % No 2) 54 % Yes</p>	<p>Yes or No</p>	

Commitment 3

	2) Does your teacher give you rubrics to grade your own work?	46 % No		
Staff Survey	<p>1) Do your students keep up with their Student Success Plans (SSP)?</p> <p>2) Are your students provided with a rubric at the beginning of writing or project assignments?</p>	<p>1) 23% Yes 18% No Sometimes 59%</p> <p>2) 36% Yes 23% No 41% Sometimes</p>	<p>Yes</p> <p>No</p> <p>Sometimes</p>	
Family Survey	<p>1) Do you know if your child(ren) keeps track of their ELA and math goals and if they work to reach them?</p> <p>2) Are your child(ren) given opportunities to grade their own work or the work of their peers?</p>	<p>1) 57% Yes 10% No 33 % Don't know</p> <p>2) 20 % Yes 20 % No 61% I don't know</p>	<p>Yes</p> <p>No</p> <p>Don't know</p> <p>Sometimes</p>	

COMMITMENT 4

(this section can be deleted if there is no fourth Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>At Cecil H. Parkers School, every student, staff member, and parent will have the support and resources to strengthen their social-emotional well-being.</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>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), and our Response to Intervention (RTI) procedures.</p> <p>The foundation of social-emotional learning will be based on the CASEL framework to support our student and staff’s mental health and create an equitable learning environment. Students and staff will be taught the five-core social-emotional competencies -- self-awareness, self-management, social awareness, relationship skills, and responsible decision-making -- through the use of daily check-ins, social-emotional curriculums, professional development, monthly activities, and tangible rewards. We will analyze the data accrued from surveys and observations to increase our awareness of student and staff needs, challenges, and achievements. PBIS will continue to be implemented with fidelity to highlight positive behaviors and decrease challenging behaviors.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>CASEL SEL skills and PAWS behaviors will be taught and reinforced to</p>	<p><input checked="" type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND</p>	<p>Expanding: All staff and students will be placed onto and receive reinforcement from the PBIS Rewards system.</p>

Commitment 4

<p>students on a daily and monthly basis</p>	<input type="checkbox"/> REFINE	<p>Additionally, students will assist with welcoming new students. Lastly, assistance will be provided to staff from administration and SBST (time built into schedule, lesson plans, professional development) to ensure morning meetings are held across all grades and Check-In Check-Out (CICO) is effectively done with qualifying students.</p> <p>Expanding based on the following data: <i>SCEP Student, Staff, and Family Surveys & Student Questionnaire:</i></p> <ul style="list-style-type: none"> • 1% less teachers hold morning meetings (from 46% last year to 45% this year) • Students do not know what morning meetings are • 7th and 8th grade students do not consistently receive PBIS/PAWS points • 0% of 7th grade students received referrals and only 2% of 8th grade students received referrals • Our students lack self-awareness and self-management
<p>Improvement in school culture and staff relationships</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p><i>SCEP Staff Survey:</i></p> <ul style="list-style-type: none"> • Only 27% of staff consistently feel supported by their building leaders
<p>Increase in consistent and inclusive parent involvement</p>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p><i>SCEP Parent Survey:</i></p> <ul style="list-style-type: none"> • Only 28% of parents believe morning meeting is occurring (while 45% of teachers report that it is) • Only 60% of parents feel their child is being included in the school • Only 62% of parents believe their child has an adult they can consistently speak to when they are having a difficult day

Implementation

<p>KEY STRATEGY 1</p>	<p>CASEL SEL skills and PAWS behaviors will be taught and reinforced to students on a daily and monthly basis</p>	
<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
<p>All students will be placed on the PBIS Rewards app, and all staff will have access to this app. All staff will be trained in how and when to give PBIS/PAWS points and when to give minor and major referrals.</p>		<p style="text-align: right;">When will this be in place?</p> <input checked="" type="checkbox"/> EPM <input type="checkbox"/> MYB
<p>Posters will be hung up around the school to remind students of expectations and how to earn PBIS/PAWS points. Additionally, a PBIS kickoff assembly will be held in which students can watch a video with our school mascot and engage in activities to learn the school expectations.</p>		<input checked="" type="checkbox"/> EPM <input type="checkbox"/> MYB
<p>Creation of a monthly PBIS/SEL calendar that is to be shared with the SCEP Team. Social-emotional activities/tournaments will be placed onto the PBIS/SEL calendar. Activities/tournaments will include:</p> <ul style="list-style-type: none"> • Kickball tournaments 		<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB

Commitment 4

<ul style="list-style-type: none"> • Rock-paper- scissors tournaments • Karaoke contests • Teacher-student dodgeball tournaments • Teacher-student basketball games • Teacher-student volleyball tournaments • Teacher-student softball tournaments • Reverse day, in which students can give staff PBIS/PAWS points • Spirit week • School trips • Community service projects within the school • Culinary/ beauty school classes <p>Students must earn a set number of PBIS/PAWS points per month to take part in the monthly activities. To incentive attendance, students can automatically earn one point for coming in to school on time.</p>	
<p>Teachers will be holding daily morning meetings with the students for the first 20 minutes of the morning. They will be provided access to free quotes from the 7-mindset platform and community circle lesson plans to structure these meetings, as well as be taught how to complete daily emotional check-ins with the students on the PBIS Rewards app.</p>	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB
<p>Use of student ambassadors within all classrooms who are assigned each quarter to report on school events to the class, identify the best reinforcers for the class to the SBST Team, and teach newly enrolled students expected behaviors. Student ambassadors will be chosen based on students who have earned the most PBIS/PAWS points.</p>	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB
<p>A bulletin board will be created that informs students, staff, and parents of the PBIS goals, monthly PBIS/PAWS points earned, increase or reduction in referrals, and upcoming activities/tournaments.</p>	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB
<p>During a faculty meeting, staff will be trained in the need for and usage of CICO. Previous data will be provided as well as strategies for consistent implementation and goals for student improvement. PBIS members will check in with staff throughout to provide feedback when needed.</p>	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB
<p>Use of detention to hold students accountable for their misbehaviors. During detention, students will be required to sit in silence and complete reflections sheets/projects, incomplete homework, and/or incomplete classwork.</p>	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- 20 minutes within the school schedule for community circle/morning meeting
- Community circle lesson plans
- PBIS regards app
- Morning Mindsets on the 7 mindset platform
- Computer or cell phone with the PBIS Rewards app on it
- Outlook calendar
- Sports equipment (basketball, kickball, softball, volleyball)
- Empty bulletin board
- Blank CICO charts
- Fundraising
- Donorschoose.org
- Bus
- Reflection sheets/projects

Commitment 4

KEY STRATEGY 2		Improvement in school culture and staff relationships
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
During monthly faculty meetings or PLCs (SBST Team), staff will receive professional development on the use of the PBIS Rewards system, social-emotional learning (Fundamentals of SEL - CASEL), mindfulness, and restorative practices	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB	
Staff can attend quarterly SEL meetings with SBST to engage in mindfulness and rapport building activities.	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB	
Monthly competitions, raffles, and/or staff meet-ups will be held to enable staff to earn prizes for professionalism, hard work, and exhibiting strong SEL skills. Rewards can include earning a Principal or AP parking spot, earning of a PBIS parking spot, and free prep periods.	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB	
The creation of a schoolwide consequence system to address the inappropriate and unsafe behaviors of general education and special education students, with a fully fleshed out section on the expectations of in-school and out-of-school suspensions and when parents are required to sit with students. Staff, parents, and students will be provided with a copy of this system and required to sign as proof that it is understood. Clear explanations will be provided to special education staff on when and why special education students will be placed on a modified consequence system.	<input checked="" type="checkbox"/> EPM <input type="checkbox"/> MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<ul style="list-style-type: none"> • PBIS Rewards app • PowerPoint presentations • Consequence system • Raffle tickets • \$10 and \$25 Amazon gift cards • Creation of PBIS parking spot (with stencil of blue tiger) 		

KEY STRATEGY 3		Increase in consistent and inclusive parent involvement
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Parker staff will attend the Greater Centennial back-to school fair in August 2024. Additionally, Parker can hold a family picnic for new and returning families where parents can meet the staff, get to know the academic and behavioral expectations, help their children interact with their peers, and form relationships with other parents.	<input checked="" type="checkbox"/> EPM <input type="checkbox"/> MYB	
All parents will be informed of the PBIS Rewards system through a beginning of the year in-person and zoom parent meeting given in the morning and after school, robocalls, and letters.	<input checked="" type="checkbox"/> EPM <input type="checkbox"/> MYB	
SEL information will be added to the monthly newsletter to inform parents of the monthly SEL skill students are working on, provide updates about upcoming NPFH and SEL activities or tournaments, be given resources for services within the neighborhood or at Parker, and be provided with strategies for behavior management and strengthening SEL skills outside of school.	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB	
All forms of communication being sent home (fliers, letters, reminders) should be translated in Spanish.	<input checked="" type="checkbox"/> EPM <input checked="" type="checkbox"/> MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<ul style="list-style-type: none"> • Schedule time, use of the basketball court or parking lot, and purchasing of food for picnic • Zoom link 		

Commitment 4

- PBIS Rewards letter for parents
- PBIS newsletter
- Translated fliers

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
CASEL SEL skills and PAWS behaviors will be taught and reinforced to students on a daily and monthly basis	PBIS Rewards app data, review of suspension data, & SCEP student, family, and staff surveys	<ul style="list-style-type: none"> • At least 80% of staff giving PBIS/PAWS points across all grades • 1% decrease in referrals and suspensions in comparison to last year • Student attendance at 80% or above • Morning meetings are held 3/5 days a week across all grades • Student ambassadors chosen across all grades based on highest number of PBIS/PAWS points received in the 2023-2024 school year 	
Improvement in school culture and staff relationships	SCEP student, family, and staff surveys	<ul style="list-style-type: none"> • Staff attendance will be at 95% per month • Based on a survey, at least 80% of staff will report feeling happy to come to work and 80% will have a clear understanding of how to use PBIS Rewards system 	
Increase in consistent and inclusive parent involvement	SCEP family surveys, increased attendance at zoom and in-person assemblies	<ul style="list-style-type: none"> • 80% of parents signed up for PBIS Rewards system by 9/30/24. • 80% attendance rate during zoom or in-person family meetings • At least 1 new parent signs up for the PTA 	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

Commitment 4

	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)
<p>Mid-Year Benchmark(s)</p>	<p>PBIS Rewards app data, review of suspension data, SCEP student, family, and staff surveys, & student, staff, and parent attendance rates</p>	<ul style="list-style-type: none"> • At least 85% of staff giving PBIS/PAWS points • 2% decrease in referrals and suspensions • Student attendance at 85% or above • Morning meetings held 4/5 days a week in K-8th grade • Student ambassadors have consistently been assigned • Staff attendance is at 95% and above per month • Based on a survey, at least 85% of staff will report feeling happy to come to work, have a clear understanding of how to handle misbehaviors within the classroom, and show knowledge of what was taught during professional development • 90% and above of parents signed up for PBIS Rewards system. • 80% and above attendance rate during zoom or in-person family meetings 	

Commitment 4

<p>End-of-the Year Targets</p>	<p>PBIS Rewards app data, review of suspension data, SCEP student, family, and staff surveys, & student, staff, and parent attendance rates</p>	<ul style="list-style-type: none"> • At least 95% of staff giving PBIS/PAWS points • 5% decrease in referrals and suspensions • Student attendance at 90% or above • Morning meetings held 5/5 days a week in K-8th grade • Students' ambassadors consistently assigned • Staff attendance is at 90% and above per month • Based on a survey, at least 90% of staff will report feeling happy to come to work, have a clear understanding of how to handle misbehaviors within the classroom, and show knowledge of what was taught during professional development • 95% and above of parents signed up for PBIS Rewards system. • 90% and above attendance rate during zoom or in-person family meetings • 3 new parent sign-ups for the PTA 	
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Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>Does your teacher have morning meetings? If so, do you talk about how you're feeling during morning meetings?</p>	<p>25% Yes 31% No 43% Sometimes</p>	<p>Yes/80% and above</p>	
	<p>Do you feel included in school?</p>	<p>83% Yes 16% No</p>	<p>Yes/80% and above</p>	

Commitment 4

	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?	74% Yes 25% No	Yes/80% and above	
Staff Survey	Do you conduct morning meetings daily?	45% Yes 31% No 22% Sometimes	Yes/80% and above	
	Do your students feel the classroom is a risk-free environment with their peers where they can make mistakes?	72% Yes 4% No 22% Sometimes	Yes/80% and above	
	Do you feel supported by your building leaders?	27% Yes 9% No 63% Sometimes	Yes/80% and above	
Family Survey	Are you aware if your child(ren)'s teacher has morning meetings to check their feelings?	33% Yes 66% No	Yes/80% and above	
	Do your children feel included in school?	60% Yes 19% No 19% Maybe	Yes/80% and above	
	If your child is feeling like they are not having a good day or something is bothering them, do they have an adult in the school building they feel comfortable talking to?	62% Yes 15% No 21% I do not know	Yes/80% and above	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Jacqueline Green	Principal	6/6/24	6/6/24	6/18/24 6/25/24	6/13/24		6/14/24	6/6/24 6/24/24 6/25/24 6/26/24
Andrea Hyatt-Copeland	SPED Teacher/Title I Coordinator	6/6/24	6/6/24	6/18/24 6/25/24	6/13/24		6/14/24	6/6/24 6/24/24 6/25/24
Jolie Cohen	ENL Teacher	6/6/24	6/6/24	6/18/24 6/25/24		6/11/24		6/6/24 6/24/24

Our Team's Process

								6/25/24
Michelle Blair	Teaching Assistant	6/6/24	6/6/24	6/18/24 6/25/24	6/13/24	6/11/24		6/6/24 6/24/24 6/25/24
Saroya Brown	General Ed. Teacher	6/6/24	6/6/24	6/18/24 6/25/24	6/13/24	6/11/24		6/6/24 6/24/24 6/25/24
Shawnta Smith	General Ed. Teacher	6/6/24	6/6/24	6/18/24 6/25/24	6/13/24	6/11/24		6/6/24 6/24/24 6/25/24
Danielle Green	School Psychologist	6/6/24	6/6/24 6/10/24 6/11/24	6/11/24 6/15/24 6/25/24	6/13/24 6/15/24	6/10/24	6/11/24 6/24/24	6/6/24 6/24/24 6/25/24
Nikia Jones	School Counselor	6/6/24	6/6/24 6/10/24 6/11/24	6/11/24 6/25/24		6/10/24		6/6/24 6/24/24 6/25/24
Gabrielle Robinson	Student Representative			6/25/24				6/25/24
Clifton Abney	Community Member							6/26/24

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

The surveys were used to identify key strategies and implementation for each commitment.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident.
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.