

HARLEM CONSOLIDATED SCHOOL DISTRICT 122

Donald C. Parker

Early Education Center

ESSA Schoolwide Plan: Comprehensive Needs Assessment & Strategic
Reform

Principal: Erin Anderson | **Date:** April 8, 2026

ESSA Planning Participants



**Brad Breakfield /
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Assistant Principals



Erin Anderson
Principal



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Early Childhood
Interventionist



Erin Weaver
Professional Development
Specialist (PDS)



**L. Bauer, S. Elias, B.
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Kindergarten Teachers



Rachel Krepfle
Early Childhood Teacher



**Jodi Graber /
Rebecca Davis**
Special Ed / Art Teachers

Comprehensive Needs Assessment



Quantitative Data

Analysis of norm-referenced i-Ready and FastBridge benchmarks (K), alongside KIDS developmental assessments and GOLD portfolios (EC). We track SIF (Student Intervention Forms) for behavior trends.



Qualitative Data

Engagement with the 5 Essentials survey results and collaborative feedback from Data Days and SIP days to identify trends in student well-being and instructional gaps.

Identified Strengths: Gap Analysis



Instructional Support

PDS provides coaching and modeling for Tier 1 Math/Reading foundations.



MTSS & Intervention

MTSS Facilitator monitors Tier 2/3 progress to problem-solve academic/behavioral hurdles.



Social Emotional

A Team of 4 Social Workers assist with SEL, self-regulation and behavioral health.

| Primary Areas of Concern



Tier 1 Literacy Consistency:

Need for strengthened phonics and reading foundational skills at the Kindergarten entry level.



Student Self-Regulation:

Frequency of behavioral incidents indicates a need for more intensive, proactive intervening services.



Equitable Growth:

Moving from a “struggling only” model to a Diamond MTSS model that ensures full-year growth for advanced learners.



Readiness Gap:

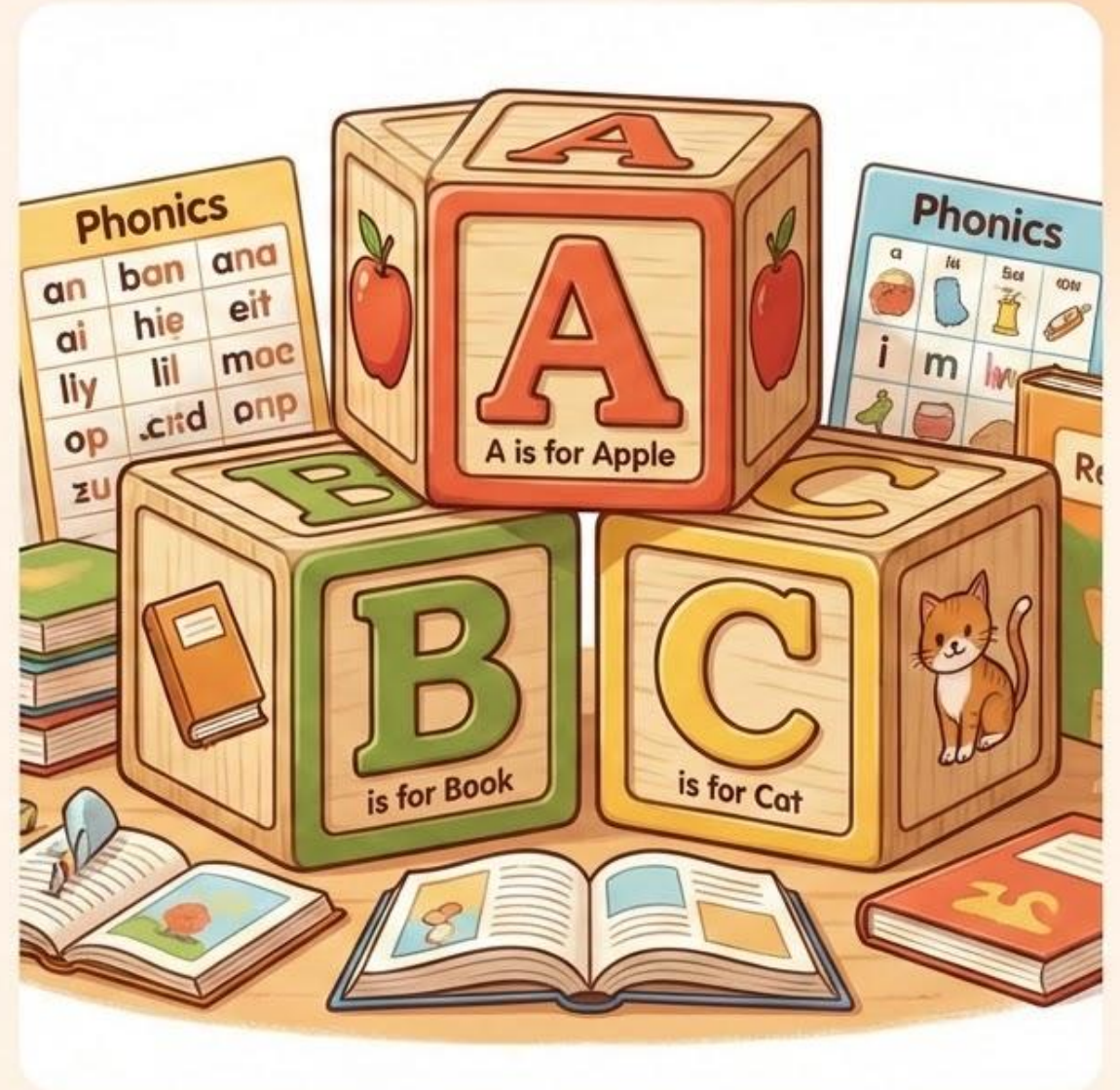
Incoming students often lack specific “self-help” and independence skills required for Kindergarten rigor.

Reform Strategy: Literacy Foundations

The Science of Reading


Parker Center is prioritizing **LETRS training** for all EC and Kindergarten staff. By rooting our curriculum in evidence-based phonics and phonemic awareness, we reduce the volume of students requiring Tier 2/3 supports over time.


Targeted Data Days allow teachers to adjust daily lesson plans based on real-time student mastery.




Behavioral & Mental Health

We utilize SIF trends to allocate social work resources more effectively. Social Workers provide targeted SAIG groups and coordinate CICO for high-risk students.

 Second Step SEL Curriculum

 Calm-down areas in every room to help with student self-regulation

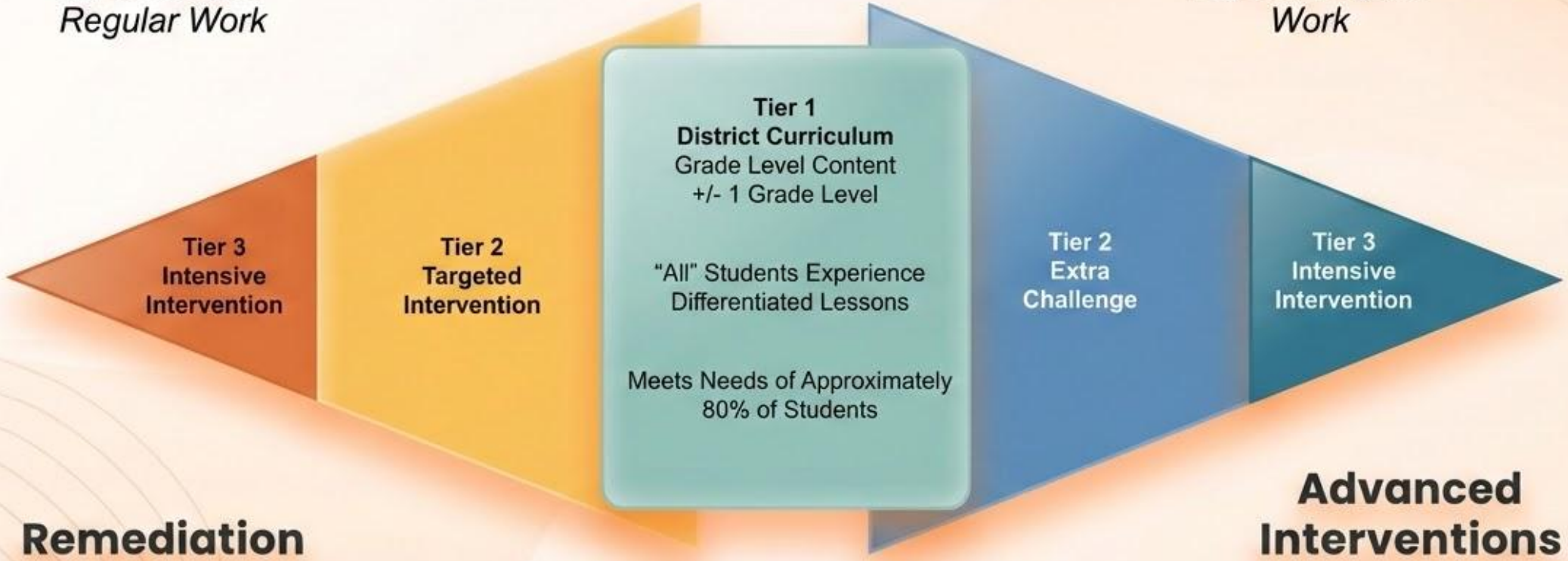
 Morning Meetings in all classrooms to build community and practice SEL skills



Diamond MTSS Model Strategy

In Addition to Regular Work

Beyond Regular Work



Transition to Kindergarten



Spring Phase

GOLD portfolios compiled;
Kindergarten folders and checklists sent to families.



Registration

In-person screenings and community nights at Parker Center to build familiarity.



Orientation

Welcome videos from admin; bus drivers practice routes with families.



August Start

"Meet the Teacher" event to establish vital home-school connection.

Early Workforce Awareness

Career Week & Community



Career Week & Community

Scheduled annually in April, students explore diverse professions including family professional visits and community figures like Fire and Police departments.

Goal: Building curiosity and foundational "self-help" skills as the essential baseline for long-term professional potential.

PD & Support Staff Investment



Retaining Effective Staff

- 👁️ 100% Teacher participation in peer observations.
- 🛡️ CPI training for all Paraprofessionals for crisis prevention.
- 🗣️ Culture initiatives: Staff shout-outs and team-building races.
- ⚖️ Focused Equity work during C-Day sessions.



BOARD APPROVAL REQUESTED

Approval of the ESSA Schoolwide Plan for
Donald C. Parker Early Education Center

POVERTY RATE: 67.7%