



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	Vails Gate STEAM Academy	K-5

Collaboratively Developed By:

The Vails Gate STEAM Academy SCEP Development Team

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And in partnership with the staff, students, and families of Vails Gate STEAM Academy.

Guidance for Teams

Template

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

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to developing an environment where students are engaged in active learning in order to promote collaborative learning experiences that will impact academic and social growth.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> - Based on March 2021 lesson plan data, only 36% of plans contained evidence of planning for small-group instruction and March walkthroughs showed 15% of classrooms engaging in small-group instruction. - 70% of responses on the Professional Development Practices Self-Assessment indicate that we are 'Sustaining' PD practices that are provided by the district and that are school based, however 30% of responses indicate the need for continued monitoring and follow-up of PD. - Teachers' responses to the Professional Development Practices Self-Assessment reflect that they have been immersed in explicit instruction and reciprocal teaching professional development, however the use of reciprocal teaching now needs to be extended so that students become more independent. - The 2020-2021 school year included an abundant amount of PD. In the PD self-assessment, teachers' responses reflect that they would like for PD opportunities to continue to occur during the 2021-2022 school year on how to provide effective, intentional small-group instruction that addresses needs identified by assessment data as well as needs expressed by our students. - Student responses on the Imagining September survey reflect that they would like opportunities to work in smaller groups with their classmates on different activities related to reading, math and STEAM. - According to teacher input after reading "How Learning Happens", teachers believe students need to be given more opportunity to drive their own learning and collaborate with peers and teachers. - The Equity Self-Reflection summary of responses reveals that teachers would like additional training and tools to better support students with various needs and who have diverse cultural backgrounds.

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of reciprocal teaching	<p>Continued professional development that is individualized based on teachers' needs, as monitored through lesson plan collections and walkthroughs, student work samples, and teacher input</p> <p>Professional Learning Communities will continue to take place on a 6-day cycle, and rotate between lesson/unit planning, data analysis, and professional development. PLCs have been facilitated by the Instructional Coach, and will now be facilitated by teachers, in which teachers share practices they use effectively in their classrooms.</p> <p>Implementation of peer visitations horizontally and vertically</p> <p>Students engaged in the use of reciprocal teaching strategies independently, which will allow for intentional opportunities for social, emotional, and cognitive</p>	<p>Teacher and student surveys at the beginning, middle, and end of year to determine growth with implementation (when, where, and how often is it being used; to what extent are students independent with these strategies) and areas in need of support</p> <p>Evidence of these strategies in lesson plans and walkthroughs monitored in October (baseline), January (middle of year), and March (end of year)</p>	<p>Instructional Coach to plan and facilitate PD sessions</p> <p>Funds to cover expenses associated with PD (i.e. books, conferences, compensation)</p> <p>Lesson plan and walkthrough feedback forms</p>

Commitment 1

	development. As students use the reciprocal teaching protocol, they will engage in sharing their thinking and working collaboratively to make predictions, ask questions, clarify, and summarize information for one another.		
Implementation of Explicit Instruction.	<p>Professional development on how to integrate and sustain explicit instruction with an emphasis on specific key elements of explicit instruction:</p> <ul style="list-style-type: none"> ● Begin lessons with clear statement of lesson’s goals and learning targets ● Require frequent responses ● Deliver lesson at a brisk pace 	<p>Teacher surveys at the beginning, middle, and end of year to determine growth with implementation and areas in need of support</p> <p>Evidence of these strategies in lesson plans and walkthroughs monitored in October (baseline), January (middle of year), and March (end of year)</p>	<p>Instructional Coach to plan and facilitate PD sessions</p> <p>Funds to cover expenses associated with PD (i.e. books, conferences, compensation)</p> <p>Lesson plan and walkthrough feedback forms</p>
Implementation of intentional, small-group instruction	<p>Professional development on data analysis, planning for small groups, and modeling of small-group instruction</p> <p>Specific PD on what small groups entail when students are not meeting with the teacher</p> <p>Students will receive instruction in small groups to foster collaboration and a sense of trust and belonging as they work together to support each other’s learning.</p>	<p>Beginning, middle, and end of year iReady benchmarks, and IRLA data from September/October, January/February, and March/April</p>	<p>Instructional Coach to plan and facilitate PD sessions on small-group instruction</p> <p>Time for coach to model lessons in classes and debrief/reflect with teacher</p>

Commitment 1

			Funds to cover expenses associated with PD (i.e. books, conferences, compensation)
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel confident in using the strategies of reciprocal teaching independently.	60% agree or strongly agree
Staff Survey	- When do I use reciprocal teaching? Small groups? - In what content areas do I use reciprocal teaching? Small groups? - How often do I use reciprocal teaching? Small groups?	75% of teachers use reciprocal teaching and small groups each day
Family Survey		

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By June 2022, 35% of students will be at or above grade level in ELA and 25% of students will be at or above grade level in Math as evidenced by end-of-year iReady data.

By June 2022, 75% of classrooms will show evidence of students working in reciprocal teaching groups where every student knows the roles and can describe what they are learning and why (progression of what this looks for at each grade level/band) as evidenced by lesson plan and walkthrough data.

By June 2022, 75% of classrooms will show evidence of students working in small groups for literacy and math where every student can describe what they are learning and why (progression of what this looks for at each grade level/band) as evidenced by lesson plan and walkthrough data.

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to developing an environment where students take ownership of their own learning.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> - Responses on student surveys reveal the need for students to have their voices heard on how they learn best and the types of learning experiences they would like to have. - Based on feedback received from faculty and staff members after reading "How Learning Happens", there is a need for student agency/voice to be a part of teaching and learning. Students have not yet taken ownership of their learning. - Teachers are engaged in explicit instruction and reciprocal teaching, however, teachers' feedback reveals the need for students to become more independent in their learning. - Student interviews revealed that there is a need for extended learning opportunities for them and their desire to work collaboratively with their peers - Student interviews revealed that students want to, once again, have STEAM Fridays throughout the school year.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student choice for responding	<p>Students can choose from a predetermined list of centers/activities to complete while the teacher is working with small groups.</p> <p>Student choice in project/assignment topics, in which the learning materials are relevant to them. In projects, students will be given choices in methods of presentation.</p> <p>Differentiate opportunities to respond (verbal, written, whiteboard, jamboard, etc.) Increase the amount of times that students can respond.</p> <p>PD focused on implementation of strategies that lead to an increase in student choice for responding</p> <p>PD sessions in which teachers work collaboratively to design a menu that will offer students choices for responding and communicating</p>	<p>Student surveys at the beginning, middle, and end of year to determine evidence of student engagement</p> <p>Evidence of student engagement in walkthroughs monitored in October (baseline), January (middle of year), and March (end of year).</p> <p>Walkthroughs to determine student choice in responding and communicating with peers</p>	<p>Instructional Coach to plan and facilitate PD sessions</p> <p>Faculty volunteers who can facilitate sessions on effective practices to increase student engagement</p> <p>Time for teachers to plan so they can integrate opportunities for students to be engaged in focused conversations</p> <p>Materials for different modes of response: special papers, writing tools, letter stamps, electronic modes of communication</p>

Commitment 2

<p>Students engaged in goal setting</p>	<p>Opportunities for students to analyze their own assessment data and think about themselves as learners. Students should be able to speak about their goals, how they will self monitor and the actions they will take to achieve their goals.</p> <p>Student and teacher discussions about setting meaningful goals (SMART goals) so students are intentional with their goal setting</p> <p>Student-led conversations will occur during conferencing time to monitor progress towards meeting the goals</p> <p>Students will discuss goals and data with family members during parent-teacher conferences.</p>	<p>Students' goals and progress as monitored from the beginning, middle, and end of year</p> <p>Student interviews regarding the impact of goal setting on their academic progress and their confidence within the classroom. Interviews will be conducted in the beginning, middle, and end of the year to monitor progress.</p>	<p>Instructional Coach to plan and facilitate PD sessions</p> <p>Time for students and teachers to engage in goal-setting discussions and monitoring</p> <p>Form for students to use to record their skill-based goals and monitoring throughout the school year</p> <p>Goals specific to ELA and reading: Power Goals, moving up IRLA levels, and growing on iRead/i-Ready Reading.</p> <p>Goals specific to math: reaching a specific score on a sprint and growing on Reflex Math/i-Ready Math</p> <p>During Open House to welcome families to the new school year, parents/guardians will be informed of the impact/value of students' creating and monitoring goals. Select students will prepare a video to present this information to parents,</p>
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Commitment 2

			which will also be shared on the school's website.
<p>Students providing Stars and Steps feedback to peers and themselves</p>	<p>Use of professional learning communities to learn how to engage students in providing feedback</p> <p>Providing students with opportunities to engage in self reflection in all content areas, as well as giving written and oral feedback to peers</p> <p>Teachers throughout all content areas modeling providing feedback and having students engage in the process</p> <p>Volunteer teachers to open their classrooms for peer observations regarding systems and procedures to implement Stars and Steps among their students</p>	<p>Stars and steps feedback on assignments/projects on bulletin boards</p> <p>Anchor charts detailing age-appropriate phrases and sentence starters for students to use when giving verbal and/or written feedback</p> <p>Evidence of stars and steps feedback to peers and/or themselves in walkthroughs and lesson plans</p>	<p>Instructional Coach to plan and facilitate PD sessions</p> <p>Stars and steps form (varied based on grade band)</p> <p>Stars and Steps rubric to use when providing meaningful feedback</p> <p>Incorporation of the form in lessons in all content areas</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>I have written a goal and steps to achieve that goal which will help me grow as a learner.</p> <p>I am often given a choice on how I communicate in my classroom. (Response cards, hands (e.g. fist-to-five), orally, call on a friend, written)</p> <p>In my classroom, I have learned how to give feedback to my peers. I have had the opportunity to give feedback to my peers on a regular basis.</p>	<p>60% agree or strongly agree</p> <p>Choose at least 3</p> <p>60% agree or strongly agree</p> <p>60% agree or strongly agree</p>
Staff Survey	I know how to set goals with my students and engage students in creating an action plan to achieve these goals.	70% agree or strongly agree
Family Survey	I know the goals my child has set for him/herself and my child is able to speak about the steps he/she will take to achieve these goals.	60% agree or strongly agree

Commitment 2

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

By the end of the 2021-2022 school year, in at least 24 out of 29 (83%) classrooms students will be engaged in meaningful discussions and accountable talk as measured by walkthrough data.

By the end of the 2021-2022 school year, 60% of students interviewed will share their academic goals and steps they will take to meet those goals.

By the end of the 2021-2022 school year, 75% of our students were able to provide meaningful feedback using a stars and steps rubric.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Teachers will receive the support needed to fully implement explicit instruction, reciprocal teaching, and small groups through embedded professional development provided through PLCs. This work will ensure that our students are engaged in meaningful learning where they work in collaborative groups that foster student agency.

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Ciria Briscoe-Perez	Principal
Eileen Cruz	Assistant Principal
Katherine Anderson	Teacher
Morgan Decker	Teacher
Lourdes Lopez-Romero	Teacher
Allison Roberts	Teacher
Julie Dominguez-Post	Parent
Kelly Wright	Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
4/27/21, 4/28/21, 5/5/21	X					
5/18/21		X		X		
6/1/21			X			
6/1/21				X		
6/8/21, 6/9/21					X	
6/24/21						X

Our Team's Process

Learning As A Team

Directions

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

Student Interviews

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

The information shared by students made us aware of their need to collaborate with peers, have opportunities to share information in different ways, and be informed about their growth as a student. This information allowed us to reflect on how we can embed strategies that provide opportunities for students to communicate using various methods for them to work collaboratively in small groups and for students to receive feedback from the teachers and peers.

Equity Self-Reflection

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

According to the Equity Self-Reflection, faculty and staff indicated the need to provide students the opportunity to extend learning while promoting and instilling rigor to ensure that students are meeting academic demands. In addition, the reflection revealed that learning opportunities need to incorporate students' backgrounds and experiences, as well as student voice/agency in what is being taught and how.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.

Finalized July 15, 2021

Board approved July 21, 2021