

2021-22

| District | School Name | Grades Served |
|---|----------------------|---------------|
| Newburgh Enlarged City School District | Balmville Elementary | K-5 |

Collaboratively Developed By:

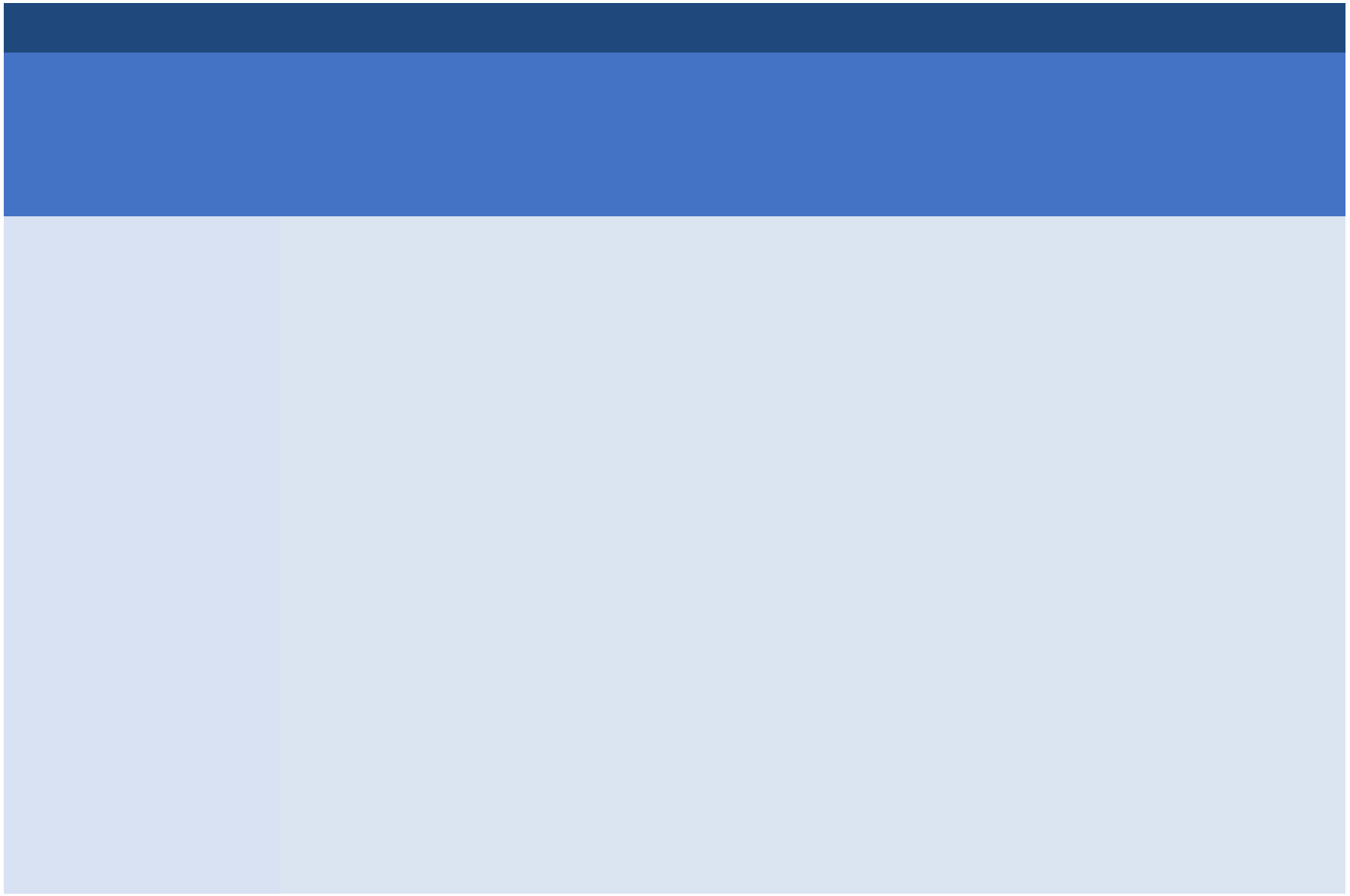
The Balmville Elementary School SCEP Development Team

Sarah Brannigan, Lisa Buon, Robert Conti, Anne Damico, Jackelyn Demarco, Renee Greene, Eileen Iagrosse, Melissa Lamar, Rhode Octobre-Cooper, Jonna Rao, Mary Jo Rauscher

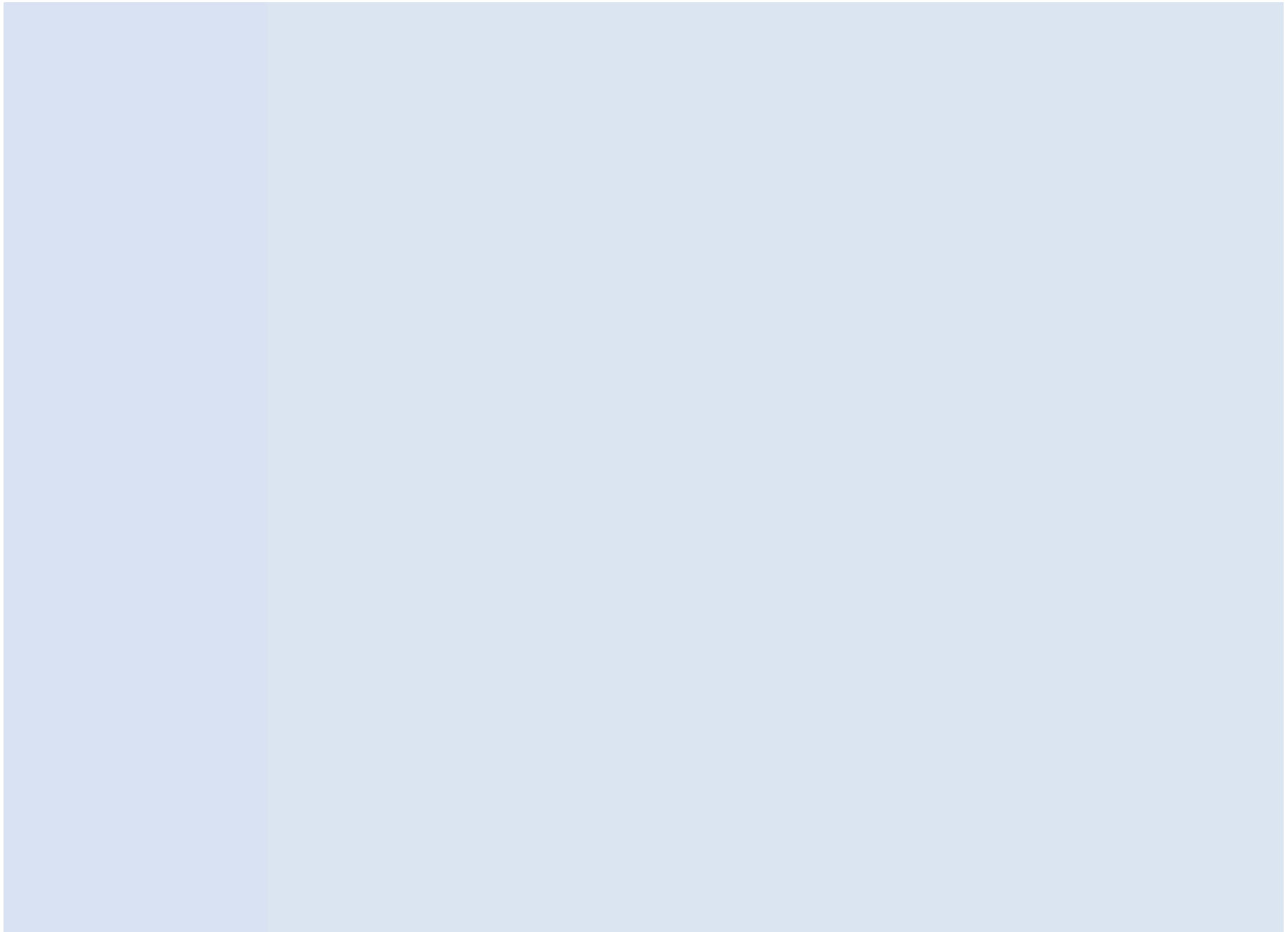
Guidance for Teams

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Commitment 1



Commitment 1

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| <p>Responsive Classroom Collaboration on Roll-out and Implementation</p> | <p>We will build vertical and horizontal consensus on the roll-out and implementation of Responsive Classroom in 2021-22.</p> <p>We will organize regular collaboration opportunities for teachers to discuss</p> <p>Responsive Classroom implementation/technique student ownership of SEL social justice and identity classroom conversations</p> | <p>Same as above</p> | <p>Grade level planning sessions for Responsive Classroom</p> <p>consider supplementation of SEL library for classroom in support of CARES and report necessary titles to SLT</p> <p>Standing Faculty Meeting Agenda Item with grade level reports</p> <p>Reach out to all staff members to invite input at faculty meetings regarding Responsive Classroom</p> |
| <p>Responsive Classroom Communication</p> | <p>We will create multiple means of explaining Responsive Classroom goals and methods to parents and students to ensure that we are being culturally responsive to our community. These will include reports on Social Justice Projects/Discussions and our Student Advisory:</p> <p>Parent Open House. (Open-house should be virtual in addition to live and/or recorded).</p> <p>Balmville Parent Monthly should be posted on the District Website</p> <p>Responsive Classroom overview posted on District Website</p> <p>Welcome letter should explain how parents access information</p> | <p>Same as above</p> | <p>Facilitate:</p> <p>Grade level communication of Responsive Classroom to parents and students</p> <p>Parent Open House</p> <p>Balmville Monthly (ITF)</p> <p>Overview of Responsive Classroom on</p> |

Commitment 1

Student Advisory Meeting results shared in Balmville Parent Monthly
Coordinate with the PTA Board to discuss how to share through PTA.

District Website (ITF)
2021-22
Welcome Letter
Student Advisory Meeting results (ITF)
Coordinate with PTA Board

Student Advisory Team

Create a forum for students to present thoughts and insights on school operations
Initial presentation of advisory to all teachers meeting in August
Classroom representative from each grade level
Grade level student representative
Advisory monthly reports
Specific protocol for advisory meetings developed by Student Force
Honor Society officers will attend Advisory meetings

Student Advisories will facilitate/review:
Reports from Student Stakeholders
Reports about Social Justice Projects
Student discussions about issues brought to the advisory will be posed as questions to peers
Results of discussions to peers

Commitment 1

provide mediation services in response to some bus anonymous reports as needed

By the end of the year, the additional Equity Survey statements will show a 5% increase of staff and families who agree or strongly agree.

Paper anonymous

Student Interviews for formative progress monitoring at building per trimester w/added statement:

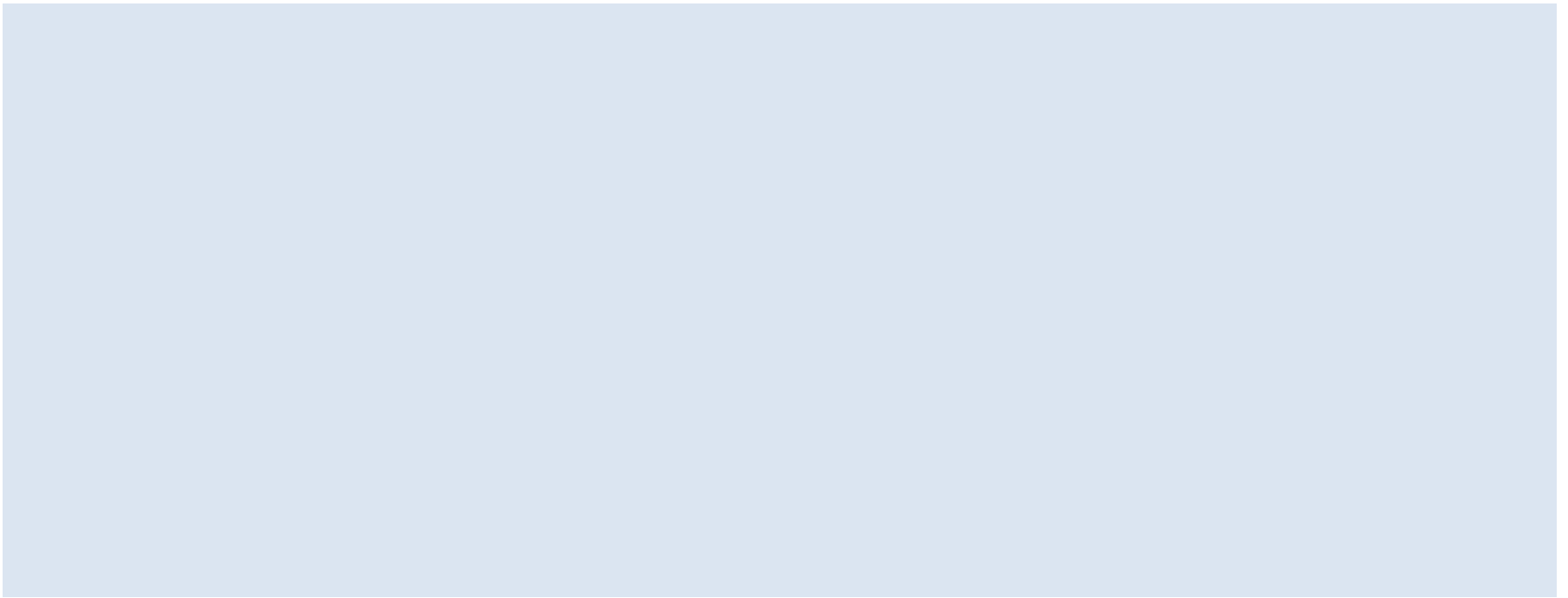
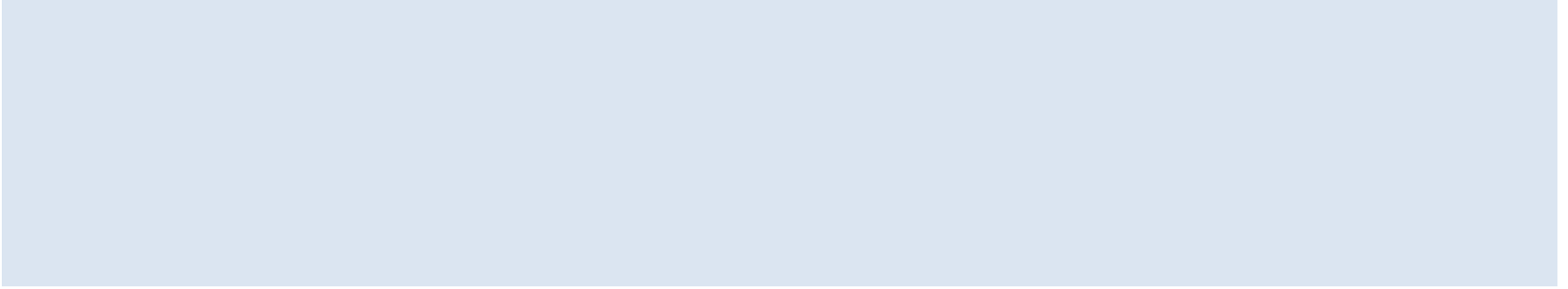
By the end of the school year, the additional Student Interview statement will show a 5% increase in students who agree or strongly agree that our school is responsive to feedback.

NECSD Panorama survey: increase of 5% across all categories.

Suspension Rate decrease of 5% from 2019-20 data

Removal rate decrease of 5%. from 2019-20 data

Commit



COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

How does this commitment fit into the school's vision

We commit to equity in the acquisition and use of tools and resources to support students in their lifelong hopes and dreams.

Commitment 1

This commitment works in tandem with our other commitment because we recognize that creating student ownership of learning and meeting students where they are on t



Commitment 1

Monitor and track subgroup achievement
 Ensure culturally responsive communication of data to all stakeholders
 Implementation of MTSS plan throughout school year

I receive feedback from my teacher about my progress and ways to improve.(Increase of 5% agree/strongly agree BOY to EOY)

*All data will be disaggregated to specifically track subgroup responses.

Student Enrichment

Investigate enrichment activities responsive to the cultures in our school to include the arts, community service, social justice projects, etc. Leverage retiree volunteers and outside agencies to help.

5% increase on NECSD Panorama survey data across all categories.

*All data will be disaggregated to specifically track subgroup responses.

Schedules
 Miscellaneous budget for materials for activities
 Solicit community partnerships and volunteers for activities

Student Advisory Team

Create a forum



Commitment 1

Student Advisories will facilitate/review:
 Reports from Student Stakeholders
 Reports about Social Justice Projects
 Morning announcements for meeting dates
 Student Advisory Meetings videotaped for school community
 SLT Facilitator will report to SLT and Administrators

5% increase on NECSD Panorama survey data across all categories

*All data will be disaggregated to specifically track subgroup responses.

facilitators and officers to support building initiatives
 Miscellaneous budget
 ITF to facilitate:
 Filming of Monthly Student Advisory Meetings

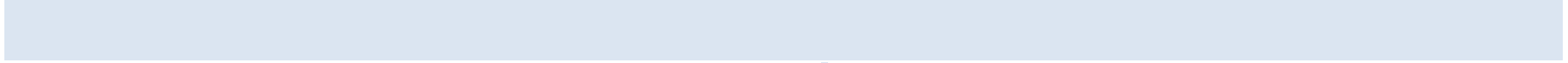
| | | |
|---|--|--|
| <p>Social Justice Project Based Learning</p> | <p>Social Justice Project Based Learning</p> <p>NextGen ELA Anchor and/or NextGen Math Cluster and/or NextGen Science Standards, and/or NYS Social Studies Standards. writing component student choice</p> <p>Summer 2021 Social Justice Grade Level Project Based Learning Planning Review Literature: Social Justice Project Based Learning Plan trimester projects Include daily writing Identify writing rubrics K-2 NYS Test writing rubrics 3-5</p> | <p>K-2</p> <p>iReady increase of 5% in identified PBL standards BOY to EOY.</p> <p>Increase of 5% of students performing at or above grade level as measured by writing rubric BOYr ru</p> |
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Commitment 1

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|---------------------------------|--|--|--|
| <p>Math Numeracy PLC</p> | <p><u>Math Numeracy PLC</u> which will follow</p> <p><u>Du Four's 6 Essential Characteristics of a PLC (adapted from Learning by Doing)</u></p> <p>representative teachers from grade levels research math instructional strategies and interventions. member teachers will implement these practices in their classrooms. meet to evaluate the efficacy of each strategy and intervention by looking at math assessment data. members will demonstrate and observe fellow members while implementing strategies under consideration. provide a variety of Tier 1 and Tier 2 math strategies for classroom teachers</p> | <p>Increase of in students performing at or above grade level 5% in students performing at or above grade level (green) in iReady Reading measures BOY to EOY</p> <p>*All data will be disaggregated to specifically track subgroup achievement</p> | <p>Substitutes to provide coverage for teachers who are demonstrating or observing math strategies and instruction.</p> <p>Salaries or substitutes for PLC meetings</p> <p>Assessments for Interventions</p> |
|---------------------------------|--|--|--|

Commitment 1

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



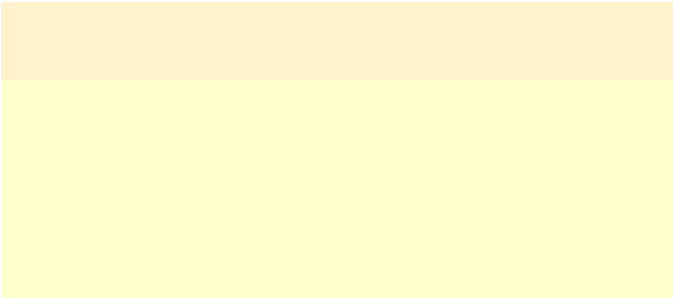
Evidence-Based Intervention

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 _____ for identifying their evidence-based intervention:

Selecting a stra _____ d



Our Team's Steps

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

1. Interviewing Stakeholders



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 student interviews allowed the team to get an open ended response from students. By completing the interviews and then reviewing the data as a team we found:

Students were open to social justice projects, but were unclear about what social justice is. This then prompted us to incorporate social justice project based learning that is designed to facilitate student thinking.

Students wanted to collaborate more. To address this we created our Student Advisory Team and our Social Justice Project Based Learning.

Overall students said they feel that they get opportunities to be a leader. We will be able to create more opportunities for leadership through our Student Advisory.

Equity Self-Reflection

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

The Equity Self-Reflection had these findings for the school community at "Emerging" levels:

69.4% We provide opportunities for students to develop projects on social justice issues.

77% We include students as co-designers of curriculum.

61% We create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege.

61% We support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning.

61% We disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases.

78% We encourage students to acknowledge and explore completing assignments in multiple languages.

69.4% We embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege.

Learning As A Team

In response we have planned the following:

Continued Responsive Classroom Development with an emphasis on unifying our approach and practices across grade levels to enable more culturally responsive SEL practices with opportunity for student identity expression and relationship building.

More means of communication for Responsive Classroom, Student Advisory initiatives, Social Justice Projects and MTSS between all stakeholders to increase student ownership of their learning

A Student Advisory to ensure that the perspectives of all of our students' identities are given agency in all aspects of the school community

A Systematic Synthetic Phonics Action Research PLC that addresses inequities in reading instruction by providing more opportunities for differentiation

A Math Numeracy PLC to provide more Tier One and Tier Two math strategies for teachers to address inequities in math instruction by providing more opportunities for differentiation

Social Justice Project Based Learning by grade level, per trimester that emphasizes student choice to ensure our curriculum addresses social justice issues and educates in implicit bias, power and privilege

Student Enrichment to expand culturally responsive choices for students to participate in and expand our community of learners to include community partnerships and retiree volunteers

Planning sessions for both the Responsive Classroom roll out and implementation, and our Social Justice Project Based learning to ensure that teachers have the time and space to collaborate on building in opportunities for students to explore social justice and have informal discussions about their perspectives with their colleagues while planning and aligning.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Place an "X" in the box next to each item prior to submitting



