

2021-22

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

Collaboratively Developed By:

Ciria Briscoe-Perez
Eileen Cruz
Katherine Anderson
Chastity Beato
Morgan Decker
Julie Dominguez
Lourdes Lopez-Romero
Allison Roberts
Kelly Wright

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

Guidance for Teams

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.

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, "

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 " *E* " 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.

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 1

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

We are committed to developing an environment where s

Commitment 1

Commitment 1



STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
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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.

Professional development on how to integrate and sustain explicit instruction with an emphasis on specific key elements of explicit instruction:

- Begin lessons with clear statement of lesson's goals and learning targets
- Require frequent responses
- Deliver lesson at a brisk pace

Teacher surveys at the beginning, middle, and end of year to determine growth with implementation and areas in need of support

Evidence of these strategies in lesson plans and walkthroughs monitored in October (baseline), January (middle of year), and April (end of year)

Instructional Coach to plan and facilitate PD sessions

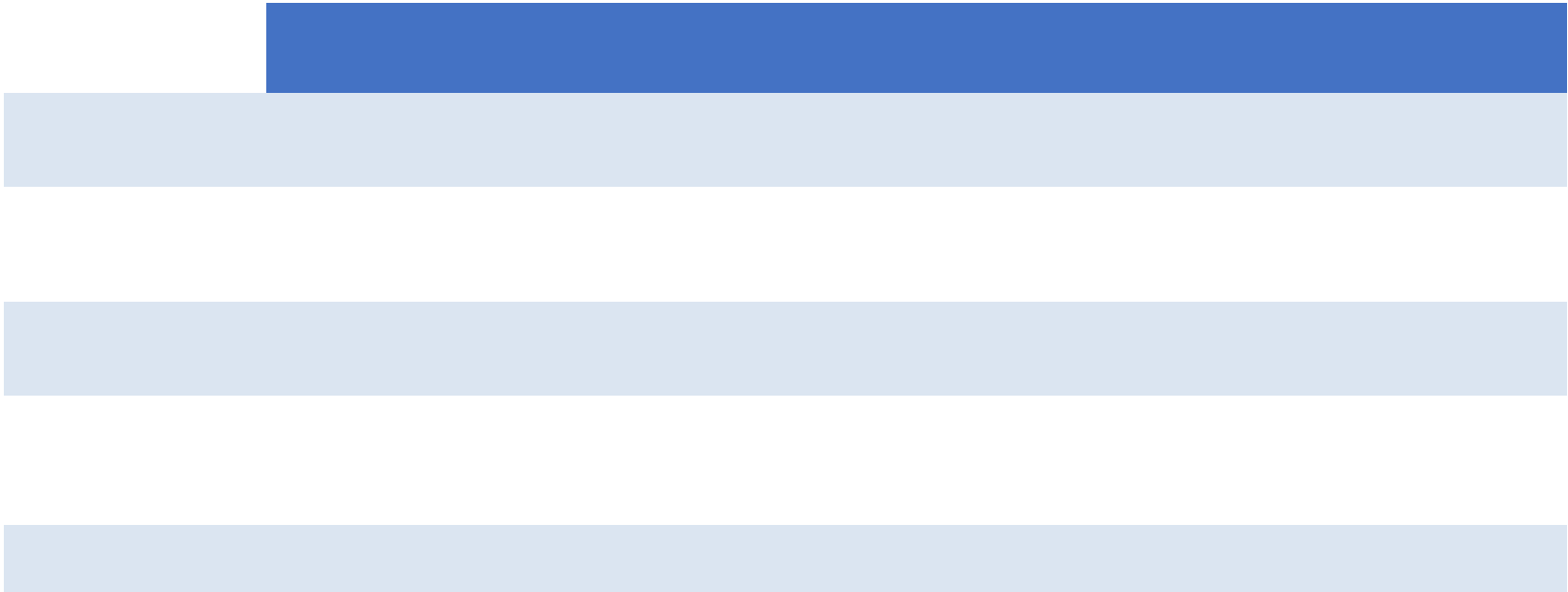
Funds to cover expenses associated with PD (i.e. books, conferences, compensation)

Lesson plan and walkthrough feedback forms

Professional development on data analysis, planning for small group oMar

Commitment 1

			Funds to cover expenses associated with PD (i.e. books, conferences, compensation)
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Commitment 1

Commitment 2



<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?</p> <p><i>T</i></p> <ul style="list-style-type: none"> • <i>H</i> • <i>W'</i> • <i>I</i> • <i>ET</i> <i>H</i> <i>L</i> <i>H</i> <i>S</i> <i>R</i> <i>S</i> • <i>I</i> • <i>W'</i> • <i>H</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.

Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
	<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>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. 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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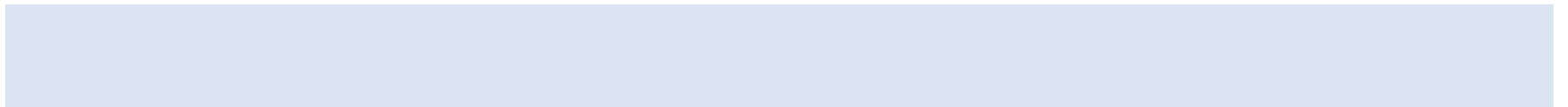
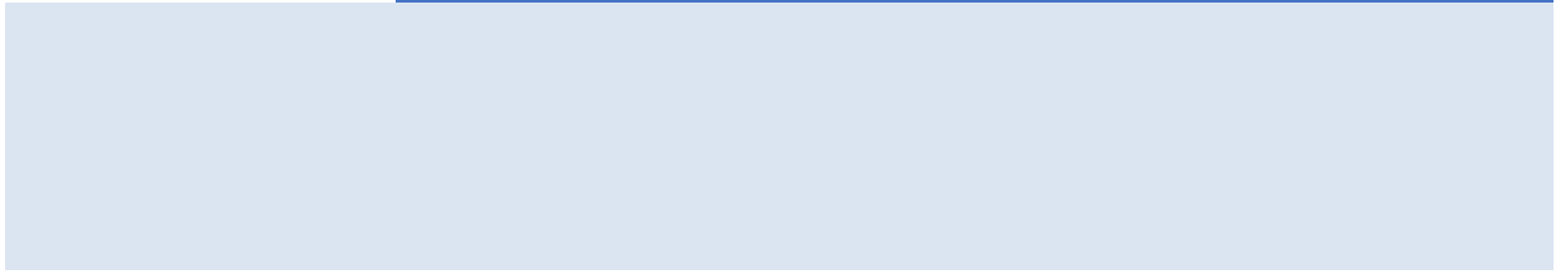
Commitment 2

			which will also be shared on the school's website.
	<p>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>

Commitment 2

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams

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Commitment 2

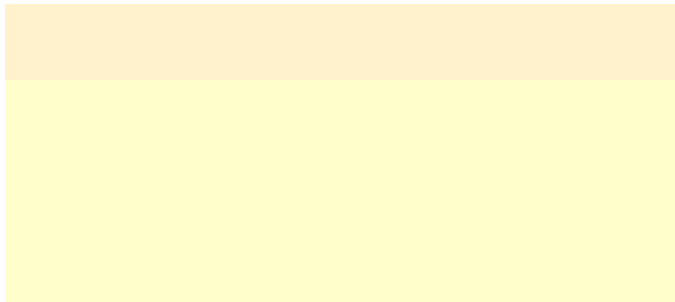
By the end of the 2021-2022 school year, in at least 24 out of 29 (83%) classrooms students will be engaged in meaningful discussions and accountable talk as measured by walkthrough data.

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

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



Evidence-Based Intervention

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	

Rating: Meets WWC Standards Without Reservations

Rating: Meets WWC Standards With Reservations

Rating: Top Tier

Rating: Near Top Tier

Rating: Model Plus

Rating: Model

Rating: Promising

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)

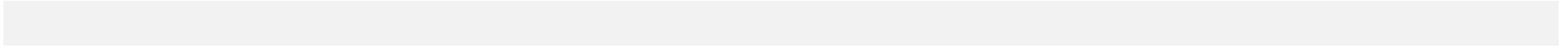
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Our Team's Process

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

Our Team's Process



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.

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

