New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

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

Collaboratively Developed By:
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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

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 the 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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	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.
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?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	- Based on 2021-2022 walkthrough data by school leadership, only 50% of lessons observed contained small-group instruction. - Student responses on the Imagining September survey reflect that students would like opportunities to work in smaller groups with their classmates on different activities related to reading, math and STEAM. - The Equity Self-Reflection summary of responses reveals that teachers would like additional training and tools to better support students with various needs and diverse cultural backgrounds. - Based on various data points that measure student achievement (i-Ready Reading and Math scores, IRLA reading levels, writing samples, etc), our classes contain students who are working at a wide range of achievement levels. A strong focus on small-group instruction will allow teachers to provide appropriately rigorous instruction to students who are working at all levels. - As explicit instruction and reciprocal teaching have become sustained practices within the Vails Gate community, both of these practices will continue to be used especially within instructional small groups.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of intentional, small-group instruction	Professional development on: - data analysis and progress monitoring - planning for small groups using data and following explicit instruction - teacher modeling of small-group instruction (peer to peer) - what small groups entail when students are not meeting with the teacher Small-group instruction that is focused on students' needs, including phonics instruction 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. Implementation of peer observations among teachers with a focus on the implementation of small groups	Beginning, middle, and end of year iReady benchmarks, and IRLA data from September/October (baseline), January/February (ELA target: 30% proficiency, Math target: 20%, and May/June (ELA target: 42% proficiency, Math target: 30% proficiency) Teacher surveys at the beginning (to establish a baseline), middle, and end of year to determine growth with implementation and areas in need of support Evidence of these strategies in walkthroughs monitored	Instructional Coach to plan and facilitate PD sessions on small-group instruction Teacher-led before and/or after school PD sharing effective small-group practices (SIG funds - approximately 3 hours for teachers and TAs/1 hour planning time for presenters - $12,000) Time for coach to model lessons in classes and debrief/reflect with teacher

Morning meetings that incorporate learning of each other's cultural backgrounds Continued SCEP-focused planning sessions before and/or after school for implementation of small-group instruction Connecting with parents at the start of the school year to increase collaboration between families and school	in October (baseline - target: 40%), January (middle of year - target: 55%), and March (end of year - target: 75%) Surveys completed by teachers after attending PD sessions Surveys completed by students to gauge how effective it is to work in small groups	Funds to cover expenses associated with PD (i.e. books, conferences, compensation) (SIG funds - approximately $5,000) Expenses associated with connecting with parents at the start of the school year to increase collaboration between families and school Continued SCEP planning sessions outside of normal school hours for implementation of small-group instruction

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	- Working in small groups helps me to learn what I need. - I work in small groups often. - I enjoy working in small groups. - Everyone does their job when I work in small groups. - I understand the expectations when engaging in small groups. - My teacher gives me Stars and Steps feedback.	60% agree or strongly agree
Staff Survey	- In what content areas do I use small groups? - How often do I use small groups? - My students are on task in small groups even when not working directly with the teacher. - My students understand the expectations when engaging in small groups. - My students have jobs in their small groups that allow them to know how to stay on task and accomplish their goals. - I provide my students with Stars and Steps feedback.	75% of teachers use small groups each day 80% agree or strongly agree
Family Survey	- My child works in small groups with their teacher. - My child enjoys working in small groups with their teacher. - I feel that working in small groups is effective in helping my child learn what they need to know. - My child can share that they receive Stars and Steps feedback for their work.	60% agree or strongly agree

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 2022-23 school year.
By June 2023, 42% of students will be at or above grade level in ELA and 30% of students will be at or above grade level in Math as evidenced by end-of-year iReady data. By June 2023, 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 like at each grade level/band) as evidenced by walkthrough data.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to developing an environment where students take ownership of their own learning.
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?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	- Student interviews revealed that students want to have STEAM Fridays throughout the year. - 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. - Students have started to take ownership of their own learning, but have not yet fully accomplished this. - 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Students independently use the strategies of reciprocal teaching	Opportunities for students to engage in small-group work in which each student has a role that represents implementation of reciprocal teaching (predictor, questioner, clarifier, summarizer) Professional-learning communities that focus on planning for small groups that incorporate reciprocal teaching. Students will engage in the use of reciprocal teaching strategies independently, which will allow for intentional opportunities for social, emotional, and cognitive 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.	Teacher and student surveys at the beginning (baseline), 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 Evidence of these strategies in walkthroughs monitored in October (baseline), January (middle of year), and March (end of year)	Instructional Coach to plan and facilitate PD and PLC sessions Walkthrough feedback forms Access to learning apps/resources for students who are not meeting directly with the teacher during small groups (Reflex Math for fluency, iReady for differentiated instruction, math manipulatives, Greg Tang math games, book creator etc)

	Peer visits to view other teachers and their students implementing the strategies of reciprocal teaching Use of reciprocal teaching to engage in the Engineering Design Process during STEAM Fridays.		
Students engaged in goal setting	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. Student and teacher discussions about setting meaningful goals (SMART goals) so students are intentional with their goal setting. Student-led conversations will occur during conferencing time to monitor progress towards meeting the goals. Students will discuss goals and data with family members during parent-teacher conferences. Parents will be provided with at least two opportunities during the school year to be informed about the impact/value of students' creating and monitoring goals -	Students' goals and progress as monitored from the beginning, middle, and end of year 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 (baseline), middle (45% of students are able to speak about their goals and steps to achieve those goals), and end of the year (60% of students are able to speak about their goals and steps to achieve those goals) to monitor progress.	Instructional Coach to plan and facilitate PD sessions Teacher-led PD before and/or after school sharing effective practices for goal setting (SIG funds - approximately 3 hours for teachers and TAs/1 hour planning time for presenters - approximately $12,000) Teacher-led data analysis sessions (SIG funds - approximately 3 hours throughout the school year for 40 teachers/1 hour planning time - approximately $15,000)

| | during Open House and additional opportunities for parent-focused sessions. | | Time for students and teachers to engage in goal-setting discussions and monitoring

Form for students to use to record their skill-based goals and monitoring throughout the school year

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

Costs associated with the two opportunities of providing parents with information about the impact/value of students' creating and monitoring goals - during Open House and additional opportunities for parent-focused |
|---|---|---|---|

			sessions. (SIG funds - materials for sessions and compensation for faculty and staff members) Summer PD to continue implementation of data analysis, goal setting, and strengthening student voice (SIG funds - $50, 216 for 16 hours of PD; 40 teachers, 10 TA, 6 presenters with 6 hrs planning time)
Students providing Stars and Steps feedback to peers and themselves	Use of professional learning communities to learn how to engage students in providing feedback. Teachers will share best practices that have impacted students' abilities to provide feedback. Providing students with opportunities to engage in self reflection in all content areas, as well as giving written and oral feedback to peers Teachers throughout all content areas modeling providing feedback and having students engage in the process	Stars and steps feedback that is specific to displayed rubrics on assignments/projects on bulletin boards Anchor charts detailing age-appropriate phrases and sentence starters for students to use when giving verbal and/or written feedback Evidence of stars and steps feedback to peers and/or themselves in walkthroughs	Instructional Coach to plan and facilitate PD sessions Stars and steps form (varied based on grade band) Stars and Steps rubric to use when providing meaningful feedback Incorporation of the form in lessons in all content areas

	Volunteer teachers to open their classrooms for peer observations regarding systems and procedures to implement Stars and Steps among their students		

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	I have written a goal and steps to achieve that goal which will help me grow as a learner.	60% agree or strongly agree
	In my classroom, I have learned how to give feedback to my peers.	60% agree or strongly agree
	I have had the opportunity to give feedback to my peers on a regular basis.	60% agree or strongly agree
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

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 2022-23 school year.
By the end of the 2022-2023 school year, in at least 20 out of 24 (83%) classrooms students will be engaged in meaningful discussions and accountable talk as measured by walkthrough data. By the end of the 2022-2023 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 2022-2023 school year, 75% of our students will be 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.

X 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 small groups, goal setting, and stars and steps feedback 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	

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

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
Chastity Beato	Director, Language Acquisition
Katherine Anderson	Teacher
Cynthia Bonilla	Teacher
Eileen Carter-Campos	Teacher
Morgan Decker	Teacher
Krista Espinoza	Teacher
Lourdes Lopez-Romero	Teacher
Emily Pellegrinelli	Teacher
Allison Persaud	Teacher
Allison Roberts	Teacher
Julie Dominguez-Post	Parent
Tara Palumbo	Parent
Dana-Marie Suarez-Rosado	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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
5/23/22-6/1/22	x					
6/6/22		x				
6/13/22			x	x		
6/14/22, 6/15/22, 6/17/22					x	

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

Based on student responses to the interview questions, students indicated the desire to work collaboratively and engage in small-group tasks. Students also indicated that they enjoy hands-on activities. In response, targeted small-group instruction will take place to provide enrichment and intervention. Student-led small groups will be guided by reciprocal teaching protocols to facilitate student engagement and ownership of learning.

Equity Self-Reflection

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

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. In response, Professional Development and Learning Communities will focus on integrating culturally-responsive resources that reflect the diversity of our student body.

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. 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.