New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2022-23

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

Collaboratively Developed By:
The Balmville Elementary School Leadership SCEP Development Team **SCEP Team Members: Dr. Lisa Buon, Mr. Kyle Conway, Ms. Anne D'Amico, Ms. Jackelyn Demarco, Ms. Zoe Fonseca, Ms. Eileen Iagrosse, Ms. Heather Mills, Ms. Melissa Lamar, Ms. Tanika McCullough, Ms. Rhode Octobre-Cooper, Ms. Jonna Rao, Ms. Mary Jo Rauscher, Ms. Erin Stinson** *And in partnership with the staff, students, and families of* **Balmville Elementary School**

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

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COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to culturally responsive social emotional learning that respects and nurtures student identity, and promotes social justice.
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?*	Relationships continue to be at the core of our school ethos and philosophy informing our Social Emotional Learning. Student interviews and our equity reflection indicate that we have started addressing the needs communicated in 2020-21 by our community. Our Responsive Classroom implementation appears to be working, however, our Panorama survey indicates that we need more work in establishing logical consequences and conflict resolution. Teachers and parents indicated in our Equity Survey that in areas of student voice and student ownership of learning we are still emerging. The same survey indicates that we have made the most progress in identity development. We are recommitting to implementing Responsive Classroom techniques and Peer Mediation to support healthy relationships and the development of conflict resolution skills. This continues to be the right commitment because we are still addressing the inequities exposed during the Covid-19 crisis and in our national and local conversations regarding social justice. We are adding advocacy for our subgroups in need. This commitment works with our other commitment to providing academic support for all students in that it continues to create a strong foundation for the development of necessary 21st century skills. This commitment aligns with both the district and state level guidance regarding Culturally Responsive-Sustaining Education, in that it continues to mitigate regression resulting from the pandemic,and to provide safe and secure environments and a positive and nurturing school culture. The commitment also continues to promote mindfulness based interventions, and nurturing inclusive practices that honor our diverse community of learners (from NECSD Imagine 2025 strategic plan).

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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?
Responsive Classroom PLC	A Responsive Classroom PLC will be formed to coordinate and study the building wide implementation of Responsive Classroom. . • PLC will be tasked with building consistency in the implementation of Responsive Classroom and expanding on our first six weeks of school implementation to examine developmental progressions in SEL throughout the year and the use of Responsive Classroom logical consequences - see: *Yardsticks Common Developmental Traits.* • PLC will monitor school wide attendance and behavior data to measure successful implementation with an emphasis on Tier 3 data. • PLC will study the effects of Tier 1 logical consequences and Responsive Technique implementation on students who	NECSD Panorama survey: increase of 5% across all categories. Suspension Rate decrease in number of students suspended of 5% from 2021-22 data Removal rate decrease of 5% from 2021-22 data Balmville Behavior Data: Decrease in the number of students at risk of 5% from BOY to EOY.	• Responsive Classroom PLC • Introduction to Responsive Classroom training for new staff members • Coaching in logical consequences through Responsive Classroom.

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	are identified as at risk/Tier 3.
	● PLC will coordinate PD:
	   ○ Introduction to Responsive Classroom training for new staff members and fill any empty seats with teachers who would like to attend a refresher
	   ○ Coaching in logical consequences through Responsive Classroom.
	   ○ Explore Certification training for Responsive Classroom to 2 staff members(does not allow turnkey training but is available).
	   ○ Explore Responsive Classroom training for parents funded by Parent Engagement Money.
	● PLC will discuss and communicate Responsive Classroom implementation with Balmville Community to include:
	   ○ During Faculty Meetings
	   ○ Parent Open House. (Virtual if necessary.)
	   ○ Balmville Parent Monthly should be posted on the District Website
	   ○ Responsive Classroom overview posted on District Website
	   ○ Welcome letter should explain how parents access information		

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Community meetings with Special Education Advocate	• Schoolwide meetings with a Special Education Advocate to build parent capacity in navigating Special Education.		• **Meetings with advocate**
Student Advisory Team	Continue a forum for students to provide their thoughts and insight on school culture. • Initial presentation of advisory during teachers meeting • Classroom representatives meet from grade levels at least monthly • Two students from each class in grades 3-5 will attend • May collaborate with Honor Society Student Advisories will facilitate/review: • Reports from Student Stakeholders (ex: student surveys during morning circle, suggestions boxes located in each classroom) • Attend Social Justice Project presentations (as requested) • Student discussions about issues brought to the advisory will be posed as questions to peers • Results discussed with advisory • Implementation of student advisory student-initiated schoolwide solutions. • Morning announcements for meeting dates and discussions. • SLT Facilitator will report on Advisory meetings to SLT.	NECSD Panorama survey: increase of 5% across all categories.	• Student advisory T-shirts • Student leadership books for guidance • funding of Student Advisory Facilitator through Schedule J

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SEL Workshops	SEL Workshops will be facilitated by School Social Worker ● Workshops will focus on Social Emotional Learning ● Workshops would be specific to classroom needs ● Each workshop will promote emotional regulation skills ● workshops will include topics around communication, healthy relationships, self esteem, conflict resolution, mindfulness, and Restorative Justice Circles as needed. ● Teacher will have access to a formal google document to request an SEL workshop in their classroom and will provide information about the concerns they may have with the class collectively	NECSD Panorama survey: increase of 5% across all categories.	**Restorative Circles refresher course training/certification for turn key provider (Social Worker).** **Materials for RJ** **https://www.restorativejustice.com/online-training.html** **Train the trainer** **https://www.eventbrite.com/e/new-3-day-rp-circle-rj-conferencing-training-tickets-376955593327**

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			Materials for RJ Circles THOUGHTS AND EMOTION SENTENCE COMPLETION CARDS https://www.amazon.com/dp/B07L5TGH7N/ref=syn_sd_onsite_desktop_418?ie=UTF8&psc=1&pd_rd_plhdr=t https://a.co/d/hRE4kZ4 CONFLICT RESOLUTION BALL
Monthly School Assembly	School will assemble monthly to share: ● Student Advisory Implementation Announcements as Necessary ● CARES Public Service Announcements on video and scaffolded recognitions (Honor Society) ● Attendance Awards ● Various School Quick-Wins and Celebrations	NECSD Panorama survey: increase of 5% across all categories.	● ITF coordination of assemblies ● Continued Student Advisory (see above) ● Continued Honor Society with possible Schedule J funding of facilitators.

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Peer Mediation	Grade 4 will be added to our Grade 5 representatives to act as peer mediators. We will explore Peer Mediation training for teachers to grow our program via SIG funds. We will explore the possibility of funding Peer Mediation facilitators via Schedule J. School psychologist will: ● train students in peer mediation ● oversee mediation services ● provide protocol sheet to classroom teachers to explain referral process and appropriate use of peer mediation ● provide mediation services in response to referrals as determined by administrators during initial investigations as well as teacher referrals.. ● Collaborate with PTA to fund Peer Mediation incentives at meetings.	By the end of the year we will have established a building-wide process for referral of students to peer mediation for grades 3-5 that will allow us to correlate discipline referrals involving peer mediation intervention with positive resolutions vs those resulting in suspension/punitive responses.	● School psychologist to coordinate addition of grade 4 mediators and Peer Mediation referral process and data collection. ● Peer Mediation training for teachers interested in assisting. ● Possible Schedule J funding of school psychologist for facilitation.
Align MTSS with Attendance and Behavior interventions.	MTSS Building Coordinator will work with Data PLC to develop: ● a clear policy for MTSS referral process and interventions at Tier 1,2,3 ● a protocol for the collection of accurate data that is usable and aligned across all MTSS processes including referral to CSE.	By the end of the year we will have established a streamlined process for Attendance and Behavior MTSS.	● MTSS Building Coordinator(s) ● Data PLC ● Meetings with MTSS district coordinator

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	- access of data for all administrators, teachers and intervention providers - a clear protocol on how to move the students through tiers, including what research-based interventions will be used, who is responsible for interventions at each Tier, and benchmarks measures for movement. - a study of repeated suspensions per student to flag them for movement between tiers. - coordinated efforts with district MTSS - PD on MTSS developed protocols in Attendance and Behavior for teachers. - use of a fund for material incentives for T3 interventions - use of stipend remote instruction for all students in need as an intervention for attendance and behavior. - communicate "survey fatigue" and issues with Panorama survey questions to help make them more comprehensive for students and families.		- Monthly suspension reports - Time for MTSS PD presentation to staff - Material incentives for T3 Behavior and Attendance interventions - Stipend for Remote Instruction as needed
Attendance Team	Attendance Team will study attendance data and apply T3 interventions as needed.	Chronic Absenteeism decrease of 3% from 2021-22 data	Attendance Team

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	- T3 interventions to include home visits beginning in September. - PLC will monitor data and initiate 5, 10, and 20 day letters - seek district robo-calls for attendance - determine movement through attendance tiers - provide attendance incentives and bulletin boards - Attendance officer will present to teachers and parents on Attendance. - coordinate parent communication - be mindful of alternative incentives for students who may feel left out due to attendance issues beyond their control	Decrease of 5% in students considered at risk in Balmville Attendance Data.	- Robo-calls from district - Materials for incentives

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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		
Staff Survey		
Family Survey		

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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.
NECSD Panorama survey: increase of 5% across all categories.
Suspension Rate decrease in number of students suspended of 5% from 2021-22 data
Removal rate decrease of 5% from 2021-22 data
Balmville Behavior Data: Decrease in the number of students at risk of 5% from BOY to EOY.
Chronic Absenteeism decrease of 3% from 2021-22 data
Decrease of 5% in students considered at risk in Balmville Attendance Data.
By the end of the year we will have established a building-wide process for referral of students to peer mediation for grades 3-5 that will allow us to correlate discipline referrals involving peer mediation intervention with positive resolutions vs those resulting in suspension/punitive responses.
By the end of the year we will have a streamlined process for Attendance and Behavior MTSS.
By the end of the year we will have expanded Student Interviews to include more students and we will have a system of sharing the data throughout the school.

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COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to equity in the acquisition and use of tools and resources to support students in their lifelong hopes and dreams.
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?*	We recommit to providing the most appropriate instructional interventions and support for students. We continue to seek and extend learning opportunities that empower students to be in control of the social, cognitive, and emotional dimensions of their learning, as well as their role in social justice. According to data compiled by our teachers and Data PLC, we have exceeded our set goals in reading and math growth. We attribute this to our beginning efforts to develop a strategic and purposeful intervention plan. Continuing this commitment to prescriptive interventions that address the needs of our specific subgroups (African American/Black, Two or more races, and emerging subgroup of need Students with Disabilities) will impact student ownership of their learning and help us to take them to the next level, co-creating curriculum. In surveys and interviews, students indicated that they seek more feedback about their learning. Parents and staff indicate that we are emerging in our ability to involve students in curriculum decisions. This shows the need for more comprehensive systems for interventions that will allow students to meaningfully contribute to their own learning paths. Parents, staff and students indicate progress in the area of social justice curriculum. Our efforts will continue to fit into the district's Imagine 2025 vision by addressing analytical thinking, collaboration, and divergent thinking. This commitment works in tandem with our other commitment because we continue to recognize that creating student ownership of learning and supporting students where they are on their academic journey is integral to social and emotional health, addresses educational inequities that can lead to issues with behavior and attendance, and creates a more culturally responsive school.

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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?
SystematicSynthetic Phonics/Science of Reading PLC	Teachers will study current Science of Reading research and systematic synthetic phonics and its application of research based interventions that address our subgroups . Teachers will receive PD and collaborate on how to build systematic synthetic phonics into Tier 1 and Tier 2 instruction via continuation of the Kurt Lewin's Action Research plan used 2021-22. ● Multisensory phonological Science of Reading training by LETRS or IMSE for a limited number of teachers. ● Orton Gillingham Intermediate training for teachers who have completed the Orton Gillingham Basic Language training during Summer 2022. ● This year's PLC work will focus on a study of the application of morphemes studied in grades 3-5 to Tier 1 and Tier 2 interventions and incorporating morphology into the Balmville Elementary Phonics Scope and Sequence. . ● We will pilot and revise the Balmville	IRLA increase of 7% of students performing at or above grade level BOY to EOY 5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to EOY	● Systematic Synthetic Phonics PLC Job Posting 2022-23 ● Systematic Synthetic Phonics Books for PLC 2022-23 ● LETRS or IMSE PD for a limited number of teachers ● Orton Gillingham Intermediate Training- teachers who have received

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	Elementary Phonics Scope and Sequence (developed by the 2021-22 PLC) building wide. ● We will provide multisensory classroom tools to teachers completing OG Foundational Language Training that did not receive them this year. ● We will provide books for book studies to support the PLC's focus and work.		Orton Gillingham Basic Language training during the Summer of 2023.Pilot and revision of the Balmville Elementary Phonics Scope and Sequence ● Multisensory classroom tools for teachers who h ● ave completed OG Foundational Language training that did not receive them in 2021-22.
Data Team PLC	The Data Team PLC will align MTSS data and academic interventions. The PLC will: ● compare/merge data collection from 2021-22 with Panorama capabilities.	By the end of the year we will have a streamlined Academic MTSS psrocess.	● Data PLC ● Meeting with district Panorama data coordinator

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	- coordinate any needed Panorama PD - clearly designate how interventions are chosen, delivered, managed, and assessed during the MTSS intervention block (time, providers, resources, etc.) - develop a plan to ensure consistent data collection for movement of students through services beyond T3 by meeting with the Assistant Superintendent of Special Education. - communicate plan and protocols for MTSS to staff - create a plan for administrators, teachers, families, and students to have access to or receive culturally responsive reports of intervention data . - communicate building wide data via Balmville Instagram to share building wide data and other communication. - reviews building MTSS data on a regular basis to determine effectiveness of interventions, and recommend movement between Tiers per 2021-2023 RTI and AIS		- Meeting with Assistant Superintendent of Special Education to determine data necessary for collection for movement beyond Tier 3 - Time to communicate protocols and process to staff. - Balmville Instagram to communicate data related activities.

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	NECSD Plan ● Monitor and track subgroup achievement ● Revisit use of ATLAS protocol.		
Social Justice Project Based Learning	● Collaborate and revise curriculum developed in Summer 2020/21 during Common planning grade level meetings. ● Ensure that projects Include daily writing (develop prompts, etc.) ● Ensure the use of writing rubrics K-2 ● Ensure the use of NYS Test writing rubrics 3-5	5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to EOY	● Grade level meetings during common planning to revise Social Justice curriculum

Math Numeracy PLC	Math Numeracy PLC will follow and will
	● include more teachers from grade levels not represented
	● build Numeracy in Teachers and implement numeracy practices in their classrooms.
	  ○ implement First in Math with teachers involved in the PLC and track progress (Tier 1 and Tier 2)
	  ○ implement "conferencing" using Math Running Record or Universal Math Screener for Number Sense and track student achievement (pilot for Tier 1 or Tier 2).
	  ○ Implement meaningful
		5% increase in students performing at or above grade level (green) in iReady Math measures BOY to EOY	● Math PLC
			● PD First in Math for PLC members
			● Turn keyedPD Meaningful Strategies for Numeracy from Pam Harris and Math in the City for PLC members
			● Four members will attend the Association of Mathematics Teachers of

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Strategies for Numeracy from Pam Harris and Math in the City that can be incorporated into any curriculum to include common language that ties math instruction together across grade levels and curriculum, (pilot across T1 and T3)

Stations/Centers including exploratory activities and "evergreen" games that can be used for multiple math emphases shared with building for T1 and T2. spiral review of strategies that develops more efficient and sophisticated use through regular math routines

meet to evaluate the efficacy of each strategy and intervention by looking at math assessment data.

Universal Math Screener for Number Sense -or- Math Running Record (free on websites) -pilot Tier 1 and Tier 2
First in Math (free through NYS) -pilot Tier 1 and Tier 2
Use NYS Test data when available to reflect on interventions and

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	strategies being put in place by PLC. • Four members will attend the Association of Mathematics Teachers of New York State Conference.Concepts/Strategies/ Content gained will be shared with the remaining PLC members and other staff upon return.		

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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 <mark>left blank</mark>.

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		
Staff Survey		
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 2022-23 school year.
IRLA increase of 7% of students performing at or above grade level BOY to EOY 5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to EOY By the end of the year we will have a streamlined Academic MTSS process. 5% increase in students performing at or above grade level (green) in iReady Math measures BOY to EOY

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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 Community
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We commit to equity in the acquisition and use of tools and resources in order to support students in their lifelong hopes and dreams. ● Responsive Classroom PLC ● Synthetic Systematic Phonics/Science of Reading PLC ● Data Team PLC ● Math Numeracy PLC

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☐ 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	

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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
Dr. Lisa Buon	Principal
Mr. Kyle Conway	Teacher
Ms. Jackelyn Demarco	Teacher
Ms. Zoe Fonseca	Teacher
Ms. Eileen Iagrosse	Parent
Ms. Melissa Lamar	Teacher
Ms. Heather Mills	Teacher
Ms. Amanda Minard	School Psychologist
Ms. Tanika Mccullough	School Social Worker
Ms. Rhode Octobre-Cooper	Assistant Principal
Ms. Jonna Rao	Teacher
Ms. Mary Jo Rauscher	Secretary
Ms. Erin Stinson	Parent

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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
6/14/22	X	X	X			
6/21/22	X	X	X			
6/22/22			X			
6/23/22			X			
6/28/22			X			
6/29/22			X			
6/30/22			X			
7/1/22			X			
7/2/22			X			
7/3/22			X			

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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
6/14/22	X	X	X			
7/5/22			X			
7/6/22			X	X		
7/7/22			X	X		
7/13/22				X	X	
7/14/22				X	X	
7/18/22					X	
7/28/22					X	

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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

EOY Student Interview data indicated that students feel that we are responsive to Social Emotional needs. For this reason we will enhance and extend our Responsive Classroom SEL curriculum beyond the "First Six Weeks" to include more nuanced understandings learned via logical consequences to aid in restorative conflict resolution. Students indicated a need for improvement in academic feedback. For this reason we will streamline our MTSS process and protocols to enhance communication with students about their progress and interventions to improve academic performance.

Equity Self-Reflection

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

Staff who completed the EOY Equity Self Reflection indicated the greatest area of need is "Students as co-creators of curriculum" at 57.1% emerging status. Parents indicated the same highest area of need with 37.1%. This seems to indicate that parents and staff feel there is a need for greater student voice in curriculum. For this reason, the student advisory will address questions surrounding curriculum and what content and activities students can co-create.

The highest rated practice by parent respondents at 50% was: We highlight materials that represent and affirm student identities. Two practices tied for highest rated by staff respondents at 57.1%: Practice: We prioritize social-emotional learning programs, such as restorative justice and Practice: We cultivate a school and classroom environment of affirmation and acceptance. We respond to instances of disrespectful speech about student identities by intervening. This data seems to indicate that parents and staff feel we are making progress in supporting identity development and social emotional learning. For this reason, we will expand our Responsive Classroom practices to support the creation of healthy relationships and conflict resolution through logical consequences and peer mediation.

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Next Steps

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.

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