



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 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**

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*And in partnership with the staff, students, and families of BALMVILLE 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 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 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p><b>We commit to culturally responsive social emotional learning that respects and nurtures student identity, and promotes social justice.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe that the social and emotional aspects of learning are vital to student well-being and growth. While relationships have always been incorporated into our school ethos, student interviews and surveys revealed that students have non-academic concerns such as communication between teachers and families and students and teachers. Students also expressed uncertainty about how to reach out to adults for help with things like managing their own behaviors. As situations like these are likely to hinder student growth, this is a commitment to address these and similar issues in a culturally responsive manner through Responsive Classroom.</p> <p>This commitment further addresses the need to be culturally sensitive to the contexts of learning. Teachers and parents indicated in our Equity Survey that in areas of student voice, student ownership of learning, the development of student identity, and learning about social justice, we are emerging. This signifies that enhanced student collaboration, and responsiveness to all cultures represented in our classrooms are areas ready for further development.</p> <p>This is the right commitment now because we must address the inequities exposed during the Covid-19 crisis and in our national and local conversations regarding social justice. This commitment works with our other commitment to providing academic support for all students in that it recognizes the connection between social emotional learning, student empowerment, social justice, and academics.</p> <p>Furthermore, this commitment aligns with both the district and state level guidance regarding Culturally Responsive-Sustaining Education, including mitigating regression resulting from the pandemic, providing safe and secure environments, ensuring a positive &amp; nurturing school culture, promoting mindfulness based interventions, and nurturing inclusive practices that honor our diverse community of learners (from NECSD Imagine 2025 strategic plan).</p>

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Responsive Classroom ongoing support for the 2022-2023 school year</b></p>	<p>Now that our staff is trained in Responsive Classroom, we will receive refreshers and coaching from Responsive Classroom which are included in the packages from our last two contracts.</p> <p>We will implement grade level plans for the Responsive Classroom elements as listed below:</p> <ul style="list-style-type: none"> <li>● Key Experiences</li> <li>● Teaching Goals</li> <li>● Sample Schedules</li> <li>● Flow of the Day</li> <li>● Teaching Academics</li> <li>● Teaching Discipline</li> <li>● Key Practices</li> <li>● Activities</li> <li>● Read Alouds</li> <li>● Special Situations</li> </ul>	<p>Parent/Staff Equity surveys at building level per trimester w/added questions:</p> <ul style="list-style-type: none"> <li>● By the end of year a decrease in “Emerging Status” of 5% from our BOY.</li> <li>● 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.</li> </ul> <p>Student Interviews for formative progress monitoring at building per trimester w/added statement:</p> <ul style="list-style-type: none"> <li>● By the end of the school year, the additional Student</li> </ul>	<p>Facilitate Responsive Classroom sessions</p> <p>Standing item on faculty meeting agenda</p>

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		<p>Interview statement will show a 5% increase in students who agree or strongly agree that our school is responsive to feedback.</p> <p>NECSD Panorama survey: increase of 5% across all categories.</p> <p>Suspension Rate decrease of 5% from 2019-20 data</p> <p>Removal rate decrease of 5%. from 2019-20 data</p> <p>Chronic Absenteeism decrease of 3% from 2019-20 data</p> <p>100% of Grade Levels will submit a plan for Responsive Classroom Elements by September 30, 2021</p> <p>Student Advisory Meeting Reports-formative progress monitoring with reports to SLT</p> <p>*All data will be disaggregated to specifically track subgroup achievement</p>	
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<p><b>Responsive Classroom Collaboration on Roll-out and Implementation</b></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> <ul style="list-style-type: none"> <li>● Responsive Classroom implementation/technique</li> <li>● student ownership of SEL</li> <li>● social justice and identity classroom conversations</li> </ul>	<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><b>Responsive Classroom Communication</b></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> <ul style="list-style-type: none"> <li>● Parent Open House. (Open-house should be virtual in addition to live and/or recorded).</li> <li>● Balmville Parent Monthly should be posted on the District Website</li> <li>● Responsive Classroom overview posted on District Website</li> <li>● Welcome letter should explain how parents access information</li> </ul>	<p>Same as above</p>	<p>Facilitate:</p> <ul style="list-style-type: none"> <li>● Grade level communication of Responsive Classroom to parents and students</li> <li>● Parent Open House</li> <li>● Balmville Monthly (ITF)</li> <li>● Overview of Responsive Classroom on</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student Advisory Meeting results shared in Balmville Parent Monthly</li> <li>• Coordinate with the PTA Board to discuss how to share through PTA.</li> </ul>		<p>District Website (ITF)</p> <ul style="list-style-type: none"> <li>• 2021-22 Welcome Letter</li> <li>• Student Advisory Meeting results (ITF)</li> <li>• Coordinate with PTA Board</li> </ul>
<p><b>Student Advisory Team</b></p>	<p>Create a forum for students to provide their thoughts and insight on school culture.</p> <ul style="list-style-type: none"> <li>• Initial presentation of advisory during teachers meeting in August (see above)</li> <li>• Classroom representatives meet with grade level monthly</li> <li>• Grade level sends one representative to Advisory monthly.</li> <li>• Specific protocol for each type of meeting developed by Student Advisory Task Force</li> <li>• Honor Society officers will attend Student Advisory meetings</li> </ul> <p>Student Advisories will facilitate/review:</p> <ul style="list-style-type: none"> <li>• Reports from Student Stakeholders</li> <li>• Reports about Social Justice Projects</li> <li>• Student discussions about issues brought to the advisory will be posed as questions to peers</li> <li>• Results discussed with advisory</li> <li>• Implementation of student advisory student-initiated schoolwide solutions.</li> <li>• Morning announcements for meeting dates and discussions.</li> </ul>	<p>Same as above</p>	<p>Student Advisory Task force Summer 2021 Student Advisory Facilitator to:</p> <ul style="list-style-type: none"> <li>• ensure all subgroups are represented on the Student Advisory</li> <li>• schedule grade level and advisory meetings</li> <li>• guide Student Advisory</li> <li>• coordinate with Honor Society teacher facilitators and officers to support building initiatives</li> </ul> <p>Miscellaneous budget</p>

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	<ul style="list-style-type: none"> <li>• Student Advisory Videos regarding various initiatives videotaped for the school community.</li> <li>• SLT Facilitator will report on Advisory meetings to SLT.</li> </ul>		<p>ITF to facilitate:</p> <ul style="list-style-type: none"> <li>• Student Advisory-produced videos of events as needed.</li> <li>• posting of Balmville Monthly to District Website to include link to Student Advisory videos.</li> </ul>
<b>Monthly School Assembly</b>	<p>School will assemble monthly to share:</p> <ul style="list-style-type: none"> <li>• Student Advisory Implementation Announcements as Necessary</li> <li>• CARES Public Service Announcements on video and scaffolded recognitions (Honor Society)</li> <li>• Attendance Awards</li> <li>• Various School Quick-Wins and Celebrations</li> </ul>	Same as above	<p>Awards</p> <p>Honor Society facilitators to organize CARES initiatives</p> <p>ITF to facilitate CARES PSA videos for Honor Society</p> <p>audio/visual for meeting</p>
<b>Peer Mediation</b>	<p>Grade 5 representatives will act as peer mediators.</p> <p>School psychologist and .7 social worker will:</p> <ul style="list-style-type: none"> <li>• train students in peer mediation</li> <li>• oversee mediation services</li> <li>• provide protocol sheet to classroom teachers</li> </ul>	<p>Parent/Staff Equity surveys at building level per trimester w/added questions:</p> <ul style="list-style-type: none"> <li>• By the end of year a decrease in “Emerging Status” of 5% from our BOY.</li> </ul>	<p>Facilitators: Psychologist .7 Social Worker</p> <p>ITF to facilitate digital anonymous bus reports</p>



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	<ul style="list-style-type: none"> <li>• provide mediation services in response to some bus anonymous reports as needed</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Student Interviews for formative progress monitoring at building per trimester w/added statement:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>NECSD Panorama survey: increase of 5% across all categories.</p> <p>Suspension Rate decrease of 5% from 2019-20 data</p> <p>Removal rate decrease of 5%. from 2019-20 data</p>	<p>Paper anonymous bus report collection box</p>
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		Chronic Absenteeism decrease of 3% from 2019-20 data	
<b>Student Greeters for arrival</b>	Honor Society and volunteer students will act as student greeters and share goals for CARES.	Same as above	Honors Society Facilitators to coordinate

## 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>
<b>Student Survey</b>	<p><u>Panorama Categories:</u> Supportive Relationships Social Awareness Positive Feelings Challenging Feelings Emotion Regulation</p> <p><u>Student Interview with added statement to rate:</u> Our school responds to your voice and feedback. (Strongly Disagree, Disagree, Agree, Strongly Agree)</p>	<p>By the end of the year the NECSD Panorama survey will show growth of 5% across all categories.</p> <p>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. *All data will be disaggregated to specifically track subgroup responses</p>
<b>Staff Survey</b>	<p><u>Equity Survey 2021 with added statements to rate in 2021-22:</u> Students are safe in school. Students that don't feel safe have their needs addressed. Students have a voice in how our school is run. Our school is sensitive to ruling out bias in all areas. Social justice is addressed in our school.</p>	<p>By the end of the school year, the Equity Survey will show a decrease in areas given “Emerging Status” of 5% from our BOY.</p>

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	Parents receive frequent communication regarding our Responsive Classroom SEL. (Strongly Disagree, Disagree, Agree, Strongly Agree)	By the end of the school year, the additional Equity Survey statements will show a 5% increase of staff who agree or strongly agree.
<b>Family Survey</b>	<u>Equity Survey with added statements to rate in 2021-22:</u> Students are safe in school. Students who do not feel safe have their needs addressed. Students have a voice in how our school is run. Our school is sensitive to ruling out bias in all areas. Social justice is addressed in our school. I am satisfied with the school's communication regarding our Responsive Classroom SEL. (Strongly Disagree, Disagree, Agree, Strongly Agree)	By the end of the school year, the Equity Survey will show a decrease in "Emerging Status" of 5% from our BOY.  By the end of the school year, the additional Equity Survey statements will show a 5% increase of families who 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 2021-22 school year.
<p>By the end of the year our school will realize positive growth toward our goal of a school that has a culturally responsive social emotional learning program that respects and nurtures student identity and promotes social justice as reflected in this data:</p> <ul style="list-style-type: none"> <li>● PanoramaSurvey: 5% growth across all categories</li> <li>● Equity Surveys: 5% decrease in Emerging Areas 5% increase in staff and family agreement or strong agreement with statements (above).</li> <li>● Student Interviews: 5% increase in student agreement or strong agreement with statements (above).</li> <li>● Removal and Suspension Rate 5% reduction in removals and suspensions from 2019-20 data.</li> <li>● Chronic Absenteeism Rate 3% reduction from 2019-20 data.</li> <li>● Increase in collaborative efforts to implement and communicate Responsive Classroom</li> <li>● Increase in opportunities for students to communicate about their identity and culture in a safe learning environment</li> <li>● Communication about Student Advisory meetings and CARES</li> <li>● SEL library aligned with CARES</li> <li>● Communication about Social Justice Projects</li> <li>● Monthly Assemblies</li> <li>● Peer Mediation</li> <li>● Student Greeters</li> </ul> <p>*All data will be disaggregated to specifically track subgroup responses</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p><b>We commit to equity in the acquisition and use of tools and resources to support students in their lifelong hopes and dreams.</b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>As the implications of the Covid 19 pandemic on student learning are still being determined, we realize the importance of committing to providing the most appropriate instructional interventions and support for students. Recognizing that the contexts of learning vary and occur both inside and outside of the classroom, we seek to provide 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. This commitment seeks to extend beyond bridging the learning gap caused by the pandemic to provide all learners with the means to further their learning.</p> <p>According to data compiled by the teachers roughly 50% of students are below or approaching grade level in reading and math. Therefore, a strategic and purposeful intervention plan is essential for enabling students to reach their hopes and dreams. Making this commitment will impact both how children articulate their thoughts and how they take ownership of and contribute to their learning.</p> <p>In surveys and interviews, students indicated that they seek more freedom to pursue their own academic interests. Students also stated that they do not receive consistent feedback from teachers on how to improve. This shows the need for more student directed learning with guidance from teachers.</p> <p>69.4% of teachers and parents rated the presence of social justice and examinations of power and privilege at "Emerging" in our recent Equity Survey, which indicates that our curriculum needs to be adapted and supplemented to include our students in these important conversations and understandings.</p> <p>This fits into the district's Imagine 2025 vision by addressing analytical thinking, collaboration, and divergent thinking.</p>

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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 their academic journey is integral to social and emotional health, addresses educational inequities, and creates a more culturally responsive school.

Key Strategies and Resources(DRAFT)

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>SystematicSynthetic Phonics PLC: Orton Gillingham Training, and Action Research</b></p>	<p>Teachers will study current research on the Science of Reading and systematic synthetic phonics . Teachers will receive PD and collaborate on how to build systematic synthetic phonics into Tier 1 and Tier 2 instruction.</p> <ul style="list-style-type: none"> <li>• <a href="#">Du Four's 6 Essential Characteristics of a PLC (adapted from Learning by Doing)</a></li> <li>• Multisensory phonological Science of Reading training in systematic synthetic phonics by Mount Saint Mary College (completed Summer 2021).</li> <li>• Orton Gillingham Level One training for ten teachers (completed Summer 2021).</li> </ul>	<p><u>T1 Action Research measures:</u></p> <ul style="list-style-type: none"> <li>• IRLA increase of 7% of students performing at or above grade level BOY to EOY</li> </ul> <p><u>T2 and T3 Action Research Progress Monitoring measures:</u></p> <ul style="list-style-type: none"> <li>• Sondag</li> <li>• Orton Gillingham</li> </ul> <p><u>NECSD MTSS Universal Screening Measures per trimester:</u>  <a href="#">2021-2023 RTI and AIS NECSD Plan</a> 5% increase in students performing at or above grade level (green) in</p>	<p>Salaries or substitutes for PLC meetings</p> <p>Exploration of Orton Gillingham Level 1 Certification Practicum for interested teachers x \$3,950.  <a href="#">Level One Certification Practicum</a> (This must be started within 90 days of completion of the Level One Introduction teachers will complete this summer.)</p> <p><u>Additional classroom multisensory supplies for:</u></p> <p>(7) K-2 classrooms,</p>

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	<ul style="list-style-type: none"> <li>• Exploration of Orton Gillingham Level One Practicum with certification for interested teachers.</li> <li>• Integrate ARC district reading program with synthetic phonics approach through developing alignment across grade levels in common key words, language, and progressions.</li> <li>• Additional approach for differentiation through Orton Gillingham at Tier 2.</li> <li>• We will study the effects of this through a PLC structured by action research. (see also Dufour above).</li> </ul>	<p>iReady Reading measures BOY to EOY</p> <p>*All Action Research data will be disaggregated to specifically track subgroup achievement</p>	<p>(2) Self-contained Special Education classrooms</p> <p>(3) ICT grades 3-5 classrooms</p> <p><a href="#">Pioneer Valley Magnetic Trays</a> 2 sets of 6 each (\$30) x 12 classrooms= \$360</p> <p><a href="#">Pioneer Valley Magnetic Letters</a> 4 sets of lowercase and 1 set of upper case per class (\$80) x 12 classroom= \$960</p> <p><a href="#">Sandtastik Colored Sand</a> ( \$18) x 12 classrooms = \$216</p> <p><a href="#">Sandpaper Squares</a> pack of 100 - \$31.12 x 12 classrooms = \$373.44</p>
<p><b>Plan for Tier 1, 2 and 3 interventions</b></p>	<p>Clearly designate how Tier 1, 2, and 3 interventions are delivered, managed, and assessed during the NECSD AIS/RTI intervention block (time, providers, resources, etc.)</p> <p><u>Summer 2021 MTSS Task Force</u></p> <ul style="list-style-type: none"> <li>• Create Protocols and Structure for Intervention Block</li> </ul>	<p><u>NECSD MTSS Universal Screening and Progress Monitoring:</u> <a href="#">2021-2023 RTI and AIS NECSD Plan</a> 5% increase in students performing at or above grade level in BOY to EOY in students performing at or</p>	<p>Summer 2021 MTSS Task Force</p> <p>Central Database for RTI (<a href="#">Frontline</a> or <a href="#">Panorama</a>)</p>

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	<ul style="list-style-type: none"> <li>● <a href="#">2021-2023 RTI and AIS NECSD Plan</a></li> <li>● Create a plan to ensure consistent data for the building data team</li> <li>● Communicate plan to staff</li> <li>● Create plan for administrators, teachers, families, and students to have access to or receive culturally responsive reports of intervention data</li> <li>● Evolve into Data Team</li> </ul>	<p>above grade level (green) in iReady Reading measures BOY to EOY</p> <p>Tier 2 and Tier 3 progress monitoring assessments to match specific interventions.</p> <p>*All data will be disaggregated to specifically track subgroup achievement</p>	<p>Resources for research based, peer-reviewed interventions</p> <ul style="list-style-type: none"> <li>● <a href="#">Eric Search</a></li> <li>● <a href="#">EBSCO Education Full Text Subscription</a></li> </ul>
<p><b>Building Level Data Team PLC</b></p>	<p>Creation of building level data team as per the <a href="#">2021-2023 RTI and AIS NECSD Plan</a> which follows</p> <p><a href="#">Du Four's 6 Essential Characteristics of a PLC (adapted from Learning by Doing)</a></p> <p><u>Summer Task Force 2021</u></p> <ul style="list-style-type: none"> <li>● Review literature and meet to determine protocols, structure, norms, and roles for MTSS Data Team</li> <li>● Communicate MTSS plan and schedule to staff</li> </ul> <p><u>Building Data Team</u></p> <ul style="list-style-type: none"> <li>● Includes Summer Task Force 2021 members</li> <li>● Reviews building MTSS data on a regular basis to determine effectiveness of interventions, and recommend movement between Tiers per <a href="#">2021-2023 RTI and AIS NECSD Plan</a></li> </ul>	<p>Same as above -plus- <u>Parent Equity Survey with added statement:</u> I receive regular reports regarding my child's progress and any areas of need. (Increase of 5% agree/strongly agree BOY to EOY)</p> <p><u>Staff Equity Survey with added statement:</u> I inform parents and students regularly about student progress and areas of need.(Increase of 5% agree/strongly agree BOY to EOY)</p> <p><u>Student Interviews with added statement:</u></p>	<p>Summer 2021 MTSS Task Force</p> <p>Literature: Data protocol and MTSS</p> <p>Data Team Substitutes or Salaries</p> <p>Central Database for RTI (<a href="#">Frontline</a> or <a href="#">Panorama</a>)</p> <p>Protocol for review of peer-reviewed research- based interventions</p> <ul style="list-style-type: none"> <li>● <a href="#">Eric Search</a></li> <li>● <a href="#">EBSCO Education Full Text Subscription</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• Monitor and track subgroup achievement</li> <li>• Ensure culturally responsive communication of data to all stakeholders</li> <li>• Implementation of MTSS plan throughout school year</li> </ul>	<p>I receive feedback from my teacher about my progress and ways to improve.(Increase of 5% agree/strongly agree BOY to EOY)</p> <p>*All data will be disaggregated to specifically track subgroup responses.</p>	
<b>Student Enrichment</b>	<p>Investigate enrichment activities</p> <ul style="list-style-type: none"> <li>• responsive to the cultures in our school</li> <li>• to include the arts, community service, social justice projects, etc.</li> <li>• Leverage retiree volunteers and outside agencies to help.</li> </ul>	<p>5% increase on NECSD Panorama survey data across all categories.</p> <p>*All data will be disaggregated to specifically track subgroup responses.</p>	<p>Schedules</p> <p>Miscellaneous budget for materials for activities</p> <p>Solicit community partnerships and volunteers for activities</p>
<b>Student Advisory Team</b>	<p>Create a forum for students to provide their thoughts and insight on school academic culture.</p> <ul style="list-style-type: none"> <li>• Initial presentation of advisory during teachers meeting in August (see above)</li> <li>• Classroom representatives meet with grade level monthly</li> <li>• Grade level sends one representative to Advisory monthly.</li> <li>• Specific protocol for each type of meeting developed by Student Advisory Task Force</li> <li>• Honor Society officers will attend Student Advisory meetings</li> </ul>	<p>Student Interviews for formative progress monitoring at building per trimester w/added statement:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Student Advisory Task force Summer 2021</p> <p>Student Advisory Facilitator to:</p> <ul style="list-style-type: none"> <li>• ensure all subgroups are represented on the Student Advisory</li> <li>• schedule grade level and advisory meetings</li> <li>• coordinate with Honor Society teacher</li> </ul>



Commitment 1

	<p>Student Advisories will facilitate/review:</p> <ul style="list-style-type: none"> <li>● Reports from Student Stakeholders</li> <li>● Reports about Social Justice Projects</li> <li>● Morning announcements for meeting dates</li> <li>● Student Advisory Meetings videotaped for school community</li> <li>● SLT Facilitator will report to SLT and Administrators</li> </ul>	<p>5% increase on NECSD Panorama survey data across all categories</p> <p>*All data will be disaggregated to specifically track subgroup responses.</p>	<p>facilitators and officers to support building initiatives</p> <p>Miscellaneous budget</p> <p>ITF to facilitate:</p> <ul style="list-style-type: none"> <li>● Filming of Monthly Student Advisory Meetings</li> </ul>
<p><b>Social Justice Project Based Learning</b></p>	<p><u>Social Justice Project Based Learning</u></p> <ul style="list-style-type: none"> <li>● NextGen ELA Anchor and/or NextGen Math Cluster and/or NextGen Science Standards, and/or NYS Social Studies Standards.</li> <li>● writing component</li> <li>● student choice</li> </ul> <p><u>Summer 2021 Social Justice Grade Level Project Based Learning Planning</u></p> <ul style="list-style-type: none"> <li>● Review Literature: Social Justice Project Based Learning</li> <li>● Plan trimester projects</li> <li>● Include daily writing</li> <li>● Identify writing rubrics K-2</li> <li>● NYS Test writing rubrics 3-5</li> </ul>	<p><u>K-2</u></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 BOY to EOY.</p> <p><u>3-5</u></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 NYS Test writing rubric BOY to EOY</p> <p>*All data will be disaggregated to specifically track subgroup achievement.</p>	<p>Summer 2021 Social Justice Grade Level Project Based Learning Planning</p> <p>Monthly Faculty Meeting Standing Agenda Item with grade level reports</p> <p>Miscellaneous budget for materials and resources.</p> <p>Writing notebooks for school.</p>

Commitment 1

<p><b>Math Numeracy PLC</b></p>	<p><u>Math Numeracy PLC</u> which will follow</p> <p><a href="#"><u>Du Four's 6 Essential Characteristics of a PLC (adapted from Learning by Doing)</u></a></p> <ul style="list-style-type: none"> <li>● representative teachers from grade levels</li> <li>● research math instructional strategies and interventions.</li> <li>● member teachers will implement these practices in their classrooms.</li> <li>● meet to evaluate the efficacy of each strategy and intervention by looking at math assessment data.</li> <li>● members will demonstrate and observe fellow members while implementing strategies under consideration.</li> <li>● provide a variety of Tier 1 and Tier 2 math strategies for classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> </ul> <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>
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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>
<b>Student Survey</b>	<p><u>Panorama Categories:</u> Supportive Relationships Social Awareness Positive Feelings Challenging Feelings Emotion Regulation</p> <p><u>Student Interview with added statement to rate</u> I receive feedback from my teacher about my progress and ways to improve. (Agree, Strongly Agree, Disagree, Strongly Disagree)</p>	<p>By the end of the year the NECSD Panorama survey will show growth of 5% across all categories.</p> <p>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 teachers give feedback on progress and ways to improve.</p>
<b>Staff Survey</b>	<p><u>Equity Survey with added statement to rate</u> I inform parents regularly about student progress and areas of need (Agree, Strongly Agree, Disagree, Strongly Disagree)</p> <p>I inform students regularly about their progress and ways to improve. (Agree, Strongly Agree, Disagree, Strongly Disagree)</p>	<p>By the end of the school year, the Equity Survey will show a decrease in areas given “Emerging Status” of 5% from our BOY.</p> <p>By the end of the school year, the additional Equity Survey statements will show a 5% increase of staff who agree or strongly agree.</p>
<b>Family Survey</b>	<p><u>Equity Survey with added statement to rate</u> I receive regular reports regarding my child’s progress and any areas of need (Agree, Strongly Agree, Disagree, Strongly Disagree)</p>	<p>By the end of the school year, the Equity Survey will show a decrease in areas given “Emerging Status” of 5% from our BOY.</p> <p>By the end of the school year, the additional Equity Survey statements will show a 5% increase of staff who agree or strongly agree.</p>

## Commitment 1

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 year we will realize positive growth toward our goal of equity in the acquisition and use of tools and resources in order to support students in their lifelong hopes and dreams.

- NECSD MTSS Universal Screening: 5% increase in students performing at or above grade level in Reading and Math iReady (green) universal measures BOY to EOY.-
- Parent Equity Survey with added statement:  
I receive regular reports regarding my child's progress and any areas of need. (Increase of 5% agree/strongly agree BOY to EOY)
- Staff Equity Survey with added statement:  
I inform parents and students regularly about student progress and areas of need.(Increase of 5% agree/strongly agree BOY to EOY)
- Student Interviews with added statement:  
I receive feedback from my teacher about my progress and ways to improve.(Increase of 5% agree/strongly agree BOY to EOY)
- 5% increase on NECSD Panorama survey data across all categories
- iReady increase of 5% in identified PBL standards BOY to EOY.
- Increase of 5% of students performing at or above grade level as measured by writing rubric BOY to EOY.
- All data will be disaggregated to specifically track subgroup responses and achievement
- MTSS period in place
- Data team
- Increase in student enrichment activities
- Increase in student choice in learning embedded into grade level plans for curriculum
- Increase in teacher collaborative planning for Social Justice curriculum (Project Based Learning)
- Social Justice projects across all grade levels with daily writing
- Increase in the use of a variety of decoding and encoding strategies
- Increase in the use of a variety of math strategies
- Students, parents, and staff communicating about MTSS

## 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. <ul style="list-style-type: none"> <li>● Synthetic Systematic Phonics Action Research PLC</li> <li>● Data Team PLC</li> <li>● Math Numeracy PLC</li> </ul>

## 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
Sarah Brannigan	Special Education Teacher
Lisa Buon	Principal
Robert Conti	AIS Math Teacher
Anne D'Amico	ICT Special Education Teacher
Jackelyn Demarco	Classroom Teacher
Renee Greene	Parent
Eileen Iagrosse	Parent
Melissa Lamar	Classroom Teacher
Rhode Octobre-Cooper	Assistant Principal
Jonna Rao	Special Education Teacher
Mary Jo Rauscher	Clerk

## 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
05/03/21	x	x				
05/05/21		x				
05/06/21	x	x	x			
05/07/21	x	x				
05/12/21	x	x	x			
05/20/21		x	x	x		
05/26/21			x	x		
06/02/21			x	x		
06/02/21			x	x		
06/09/21				x	x	
06/09/21				x	x	

Our Team's Process

06/12/21					X	
06/16/21					X	
06/19/21					X	X
06/23/21					X	X
06/29/21					X	
07/01/21					X	
07/01/21					X	
07/02/21					X	X
07/05/21					X	X
07/06/21					X	X
07/08/21					X	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**

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

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

- X 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.
  
- X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
  
- X 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.

Submitted July 11, 2021