New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	GAMS High Tech Magnet School	K-5

Collaboratively Developed By:
The GAMS High Tech Magnet School SCEP Development Team Una Miller, Jeanette Logerfo, Claudine Mazza, Megan Mata, Jennifer Mojica, Cynthia DeLa Cruz, Rachel Holzapple, Carolyn Evans, Jason McAllister Jr., Jennifer Nilsen, Chris Fiorentino *And in partnership with the staff, students, and families of GAMS High Tech Magnet 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 then 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 1

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to collaborating with our scholars as designers of the learning process and environment.
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?*	As a result of the student interviews and surveys, students feel a sense of empowerment and voice because they were able to take ownership of what they want and need in school. This emerged as something to commit to because academics, reading and literacy specifically, become more meaningful when students have a stake in their learning. Students are more likely to achieve their goals because they worked as the designer in collaboration with the teacher to create them. This relates to the Agency idea from the "How Learning Happens" document because students shape their own learning allowing them to set and achieve goals that are appropriate for their needs. This relates to commitment 2 because when students are intentional about their work, teachers are able to provide meaningful feedback to drive academic progress.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Students will have a choice of their reading goal	Given a choice of power goals, the students will choose the skill they would like to master in foundational skills.	Students would fulfill the point value for the goal By December 2021, 60% of students will fulfill their point value of their power goal. By March 2022, 75% of students will fulfill their point value of their power goal. By June 2022, 85% of students will fulfill their point value of their power goal.	Schoolpace, toolkit, skills cards, ARC PD continuing around power goals with student choice as the focus.

Authentic feedback from a student advisory	Monthly conversations with student representatives from all grades to "take the pulse" of the student body and their thoughts on the school and their learning.	Action taken based on student advisory ideas and suggestions, evidenced by meeting minutes, artifacts, etc.	Schedule of monthly advisory meetings, money for refreshments for students, money for resources to implement student suggestions.
End of week student reflection: Glows and Grows	Each class has a weekly wrap-up meeting where students give teachers feedback on what they liked (glows) and didn't like (grows) that week across all areas.	Student survey results -- increased sense of ownership in the design of learning and school environment	Intro to staff of expectations for weekly reflections and "tour" of resources, templates for glow/grow reflection, discussion/reflection prompt ideas, regular fidelity walkthroughs

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 (e.g. % agree or strongly agree)
Student Survey	My school asks me for my ideas about how to make school better.	75%
Staff Survey	I regularly use student input to design learning.	75%
Family Survey	n/a	

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.
n/a - survey and "gauging success" are adequate measures.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to providing our students opportunities to reflect and grow during the learning process.
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?*	After reading the "How Learning Happens" document, we know that it is important to be intentional about our work, so that our students have opportunities to practice and build cognitive skills. A great way to accomplish this is by providing meaningful feedback so that students can build confidence with their strengths, and learn and improve from their weaknesses. After looking at our student, parent, and teacher survey data, it was evident to the team that some of our students and their families do not feel that they are getting meaningful feedback on their work to highlight these strengths and weaknesses. 59.3% of our students in grades 3-5 answered "sometimes" or "no" when asked, "Do you get feedback/suggestions on your school assignments that tell you how to improve?". In addition, 33.2% of our grades 3-5 students disagreed, strongly disagreed, or were unsure if they "get to talk with my teachers about how I am doing in school." By providing feedback, we are giving our students the opportunity to grow during the learning process, which is the follow up to our commitment #1, where we collaborate with our students in the design of the learning process. NOTES: Intentionality **DATA:** Teacher: 15.7% disagree or not sure: I provide written feedback on student work which indicates what they did well. 15.7% disagree or not sure: I provide written feedback on student work which indicates what the student can do to improve. Student:

	59.3% Sometimes or No: Do you get feedback/suggestions on your school assignments that tells you how to improve?
	22% disagree, strongly disagree, or not sure: My teacher provides a chance to redo work so I can learn from my mistakes.
	33.2% disagree, strongly disagree, or not sure: I get to talk with my teachers about how I am doing in school.
	33.9% disagree, strongly disagree, or not sure: My teacher writes comments and suggestions on assignments and tests when they are graded.
	Parent:
	22.6% disagree or not sure: My child is provided with written feedback on student work which indicates what they did well.
	27.4% disagree or not sure: My child is provided written feedback on student work which indicates what they can do to improve.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Conferencing	All K-5 teachers will conference with students using equitable conference schedules and discipline-specific resources on a regular basis.	● Walkthrough data By December 2021, 20/33 (60%) classroom teachers will show evidence of using checks for understanding to provide feedback to students during conferencing By March 2022, 25/33 (75%) classroom teachers will show evidence of using checks for understanding to provide feedback to students during conferencing By June 2022, 28/33 (85%) classroom teachers will show evidence of using checks for understanding to provide feedback to	Common definition/understanding of what equitable conferencing is. Discipline-specific PD on conferencing - what does it look like, sound like, organization? Money for student supplies to support conferencing IRLA/ENIL Skills Cards IRLA/ENIL Home Reports sent home Final step: Discipline-specific strategy/process/procedure to progress monitor during conferences, guidance doc on process, etc.

		students during conferencing ● SchoolPace data By December 2021, 20/33 (60%) classroom teachers will provide written feedback in the comments section of SchoolPace (ex: "Feedback given to student was…"). By March 2022, 25/33 (75%) classroom teachers will provide written feedback in the comments section of SchoolPace. By June 2022, 28/33 (85%) classroom teachers will provide written feedback in the comments section of SchoolPace. ● Discipline-specific data ● Equitable conference schedules	
Common Language	Everyone in the building will use the same common language for feedback (Glows & Grows) in all disciplines.	Students are able to identify their glows and grows when asked during	Building-level training on common language and expectations.

	Teachers should send home work with written feedback to share with families.	walkthroughs in all disciplines. By December 2021, 75% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines. By March 2022, 85% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines. By June 2022, 95% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines. Student work lists Glows & Grows. By December 2021, students in 20/33 classrooms will be able to show work that has Glows & Grows from the teacher.	Schoolwide reminders on Glows & Grows PLC time on common language - meaningful Glow and meaningful Grow, student samples Sample templates Tying common language into Leadership Assemblies, announcements, etc.

		By March 2022, students in 25/33 classrooms will be able to show work that has Glows & Grows from the teacher. By June 2022, students in 28/33 classrooms will be able to show work that has Glows & Grows from the teacher.	

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** *(e.g. % agree or strongly agree)*
Student Survey	Do you get feedback/suggestions on your school assignments that tell you how to improve?	75%
Staff Survey	I provide written feedback on student work which indicates what they did well. I provide written feedback on student work which indicates what the student can do to improve.	95% 95%
Family Survey	My child is provided with written feedback on student work which indicates what they did well. My child is provided written feedback on student work which indicates what they can do to improve.	80% 80%

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.
n/a - survey and "gauging success" are adequate measures.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to creating a school environment and experience that fully supports all of our scholars by continuing to build family-school partnership.
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?*	At GAMS, we feel this commitment fits our school vision based on the results from the parent, student and teacher surveys since the majority of our students felt adults are respectful, the majority of teachers and parents feel they can build relationships with each other. According to the article "How Learning Happens" having a sense of belonging and establishing relationships helps to nurture strong, trusting relationships with adults and peers. A great way to ensure that students feel a sense of belonging in schools is by providing a safe space where they feel their teachers are vested in their futures. When students feel safe in their school environment, student outcomes yield positive results. In order to do this, we must continue to foster the school to home partnership, creating a supportive environment which welcomes parents to feel included in their child's learning. During our SCEP reflection, we learned that the steps that we made to partner with families did make a difference this year, as evidenced by 92% of families indicating that they were satisfied with school outreach. However, teacher survey results indicated that many teachers still felt a lack of support from families. We felt it important to continue the work with families and to offer as many opportunities to connect family and school as possible to increase satisfaction and partnership amongst all stakeholders. Notes: Belonging and Relationship Data: Student Response from student survey: ● At this school, students are respectful of other students. 16% disagree 15% Not sure ● There is a program at school that teaches me how to manage my feelings and my behaviors. 15% disagree 24% Not sure, ● I feel physically safe when at school. 14% disagree 13% Not sure ● Students in this school are treated fairly regardless of race, culture, language, religion, sexual orientation, gender or special needs. 8% disagree 19% Not sure,

	Parent response from parent survey. On average 26% of parents disagreed or were not sure has a clear social-emotional learning program. 8% of parents feel they are informed on a regular basis about how my child is doing in school. Teacher response from teacher survey: On average, 22.5% of teachers disagreed or were not sure they felt supported by their students' parents/guardians. On average, 29.5% of teachers disagreed or were not sure that in general, parents/guardians understand the difference between bullying and disrespectful/mean behavior.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Blended parent engagement opportunities	This strategy entails offering flexibility for both in-person and virtual opportunities for families to connect with the school.	Increased parent participation in school events. - Back to school kick-off - Open House - P/T conferences - Literacy Night - Math Night For Aug-Nov, 50% of families will participate in school events. For Dec-Feb, 70% of families will participate in school events. For March-June, 80% of families will participate in school events.	Time for planning/prep of both options Access to technology Staffing Funds for take-home kits, resources/supplies to support both options Translation (salaries for bilingual support staff) Transportation for families to and from the school Develop and track teacher poll for family-school connection.

		Monthly teacher poll on family-school connection.	
Blended parent education opportunities	This strategy entails offering both in-person and virtual opportunities for parents of scholars in grades K and 1 to increase technology, literacy, math and social-emotional skills to support learning at home.	Positive outcomes in survey results. By Nov, 10% of K-1 families will have participated in an education opportunity. By Feb, 25% of K-1 families will have participated in an education opportunity. By June, 50% of K-1 families will have participated in an education opportunity.	Time for planning/prep of both options Access to technology Staffing Funds for take-home kits, resources/supplies to support both options Translation (salaries for bilingual support staff) Transportation for families to and from the school

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 (e.g. % agree or strongly agree)
Student Survey	n/a	
Staff Survey	I was given opportunities to participate in family engagement and education events.	90%
Family Survey	The school provided me with information to support my child's learning.	75%

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.
80% of families will attend at least one school event.

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ 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

x 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	**Accountable Independent Reading**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 2

	Evidence-Based Intervention
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.hmhco.com/~/media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh_independent_reading_libraries2.pdf?la=en
	https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&context=etd
	https://www.americanreading.com/documents/fcrr-report.pdf
	https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&context=etd
	https://www.americanreading.com/documents/fcrr-report.pdf

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
Cynthia DeLaCruz	Teacher
Carolyn Evans	Teaching Assistant
Chris Fiorentino	Math Director
Rachel Holzapple	Teacher
Jeanette Logerfo	Assistant Principal
Megan Mata	Teacher
Claudine Mazza	Teacher/Head delegate
Jason McAllister Jr.	Teacher
Una Miller	Principal
Jennifer Mojica	Speech Language Pathologist/RtI Chair
Jennifer Nilsen	ELA Director

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.

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 process of conducting the student interviews informed the team's plan as much as their responses did. The team saw such value in hearing student perspectives and ideas, and in turn, the students felt valued by being able to share their ideas with adults. As a result of this, we are implementing a school-wide student advisory (Commitment 1), so that student voice can continue to shape the culture, community and learning at GAMS.

Equity Self-Reflection

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

The equity self-reflection informed the team's plan by reinforcing what we already know: we have a lot of work to do when it comes to cultural responsiveness, but we really began to dig into that work in the 2020-2021 school year. We will continue that work in the 2021-2022 school year by participating in the district's plans and programming around cultural and linguistic responsiveness. At the building level, we will continue to build our family engagement practice (Commitment 3), connect with and learn about students and their families in order to develop a responsive environment and academic program.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. 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.

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

3. 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 adjustment to their plans when appropriate.

Final submission August 27, 2021