New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Newburgh Enlarged City School District	Balmville School	Dr. Lisa Buon	K-5

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students						

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as "TSI" based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

*TSI Subgroup **Pre-TSI Subgroup 2018-19 Data (2019-20 ESSA Wkbk)	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
*Black/African American	Level 1	Level 1	Level 1		Level 2	Level 3
*Multiracial	Level 1	Level 2	Level 1			Level 1
** Economically Disadvantaged	Level 2	Level 1	Level 1	Level 3	Level 1	Level 1
**Students with Disabilities	Level 2	Level 1	Level 1		Level 1	Level 1

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, 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-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
June 29	X	X	X		
June 30				X	X
July 7				X	X
July 8				X	X
July 9					X
July 17				X	
July 21	X	X		X	X
July 22	X	X		X	X
July 24	X	X		X	X
August 24	X				

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	SLT members attended multiple data analyses meetings, and discussed and wrote this year's SCEP based on feedback from our school survey and other data sources as much as possible.
Parents with children from each identified subgroup	Renee Green, a parent from our subgroup, attended SCEP meetings, along with Eileen Iagrosse. Parents participated in Focus Groups for and our Survey SEL goal, data was analyzed to inform our SCEP.
Secondary Schools: Students from each identified subgroup	NA

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated.   The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable to obtain the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*										Signature
		6/29	6/30	7/7	7/8	7/9	7/17	7/21	7/22	7/24	8/24	
Dr. Lisa Buon	School Principal	x	x	x	x	x	x	x	x		x	Addendum attached
Robert Conti	AIS Math Specialist	x	x	x	x	x	x	x	x	x	x	Addendum attached
Crisan Crozzoli	Teacher	x	x	x	x	x	x	x	x	x	x	Addendum attached
Renee Green	Parent				x	x	x					Addendum attached
Eileen Iagrosse	Parent	x	x	x	x		x	x	x	x	x	Addendum attached
Melissa Lamar	Teacher	x	x	x	x	x	x	x	x	x	x	Addendum attached
Chris Fiorentino	Director of Math							x	x		x	Addendum attached
Rhode Octobre-Cooper	Assistant Principal							x	x			Addendum attached

Addendum:

Please note that the 2020-21 Balmville Elementary School Leadership Team is teleworking to complete this document due to the COVID19 pandemic.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X   State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	Professional Learning Community - Building Daily Numeracy Activities and other Problem Solving Strategies Teachers will form a PLC to study the implementation of daily numeracy activities and their effect on student achievement. Teachers will also research and test various problem solving strategies and track their effect on student achievement. Effective Teacher Professional Development Research Basis for Number Talks Fluency Without Fear Classroom Cognitive and Metacognitive Strategies for Teachers
SCEP Goal(s) this strategy will support	Math

☐ **Clearinghouse-Identified**

If "X' is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified		
SCEP Goal(s) this strategy will support		
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 goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

ELA Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 ELA Academic Achievement Index
Black/ African American	By June 2021, the TSI Subgroup (Black/African American) ELA Measure of Interim Progress will increase from 64.7 to 72.5	64.7
Multiracial	By June 2021, the TSI Subgroup (Multiracial) ELA Measure of Interim Progress will increase from NA to 99	NA

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
1. The school does not have a comprehensive approach to teaching Tier 1 and Tier 2 vocabulary and constructed-response to reading passages. Students do not experience reading and writing instruction for Tier 1 and Tier 2 vocabulary and constructed-response that is vertically or horizontally aligned across the building. 2. Students are bound by whole group reading and writing and do not apply skills to independent reading and writing. 3. Literacy blocks for instruction are not comprehensive or aligned. Teachers need explicit blocks that identify times for each component of new programs, to include district-added programs, and those that are part of our SCEP goals and action plan.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
July 1, 2020	August 30, 2020	ELA Sub-Committee will review and recreate where necessary BOY, MOY, EOY assessments and rubrics, Grades 3-5 will use NYS test question examples as assessments, grades K-2 will create assessments based on NYS test questions and consider iReady, ARC incorporation. All assessments will include vocabulary assessment for Tier 1 and Tier 2 vocabulary. 1. Ensure efficacy in measuring RACE strategy- the RACE strategy will be further implemented in order to build comprehensive and

		horizontally/vertically instruction throughout the building. (Root Cause #1) 2. Ensure alignment with NYS constructed response and vocabulary questions (Root Cause #1) 3. Vertical alignment of rubrics that reflect better the Next Gen ELA standards for grade K (Root Cause #1) 4. Create a means to administer assessments via Google Classroom 5. A schedule of assessments using the Balmville Calendar. (Root Cause #1) 6. A building wide spreadsheet for 2020-21 to collect assessment results. (Root Cause #1)
July 1, 2020	August 30, 2020	ELA Sub-Committee will create a *Best Practices for Instruction and Distance Learning* document (Root Cause #1 and #3) 1. Gives a sample literacy block for both in class and Distance Learning that incorporates RACE, AIR/ARC with an emphasis on vocabulary instruction in Tier 1 and Tier 2 constructed response. Components of our standard literacy block will include and expand upon work from last year in RACE and AIR, to reintroduce Vocabulary strategies, and introduce ARC (new reading program from the district): ● RACE strategy with adjustments teachers made last year for developmentally appropriate instruction will address constructed response answers to reading passages. (Repeat the question, Answer the question, Cite Text, Explain) (Root Cause#1 and #2) ● AIR (Accountable independent reading) and later the ARC program (after district PD) to address transfer of reading skills to independent reading. (Root Cause #2) ● Strategies to increase Tier 1 and Tier 2 Vocabulary including Marzano methods, word walls, word of the week, etc. (Root Cause #1 and #2) ● Initial AIS/RTI placement based on BOY data should be made no later than September 30, 2020. (Root Cause #1 and #2) Teachers will focus on building independent transfer of reading, writing, and vocabulary skills to students vs. whole group by creating multiple opportunities for independent work (ie: (Root Cause #1 and #2) 2. Creates clear and realistic guidelines for AIS/RTI assessment deadlines and movement within Tiers. (Root Cause #1 and #2) 3. Incorporates RACE strategy and AIR documents from last year's PD as a teacher resource. (Root Cause #1)
July 1, 2020	August 30, 2020	School leader will create a data meeting schedule (on our Balmville Calendar) with weeks to sign up for data meetings BOY, MOY and EOY for discussions regarding at-risk students and AIS/RTI movement/adherence to guidelines noted in *Best Practices for Instruction and Distance Learning* document. Dates should reflect the deadlines noted in the document. Staff will pre-populate a building-wide data sheet prior to these meetings. Results of these meetings will be further reviewed with our ELA Sub-Committee to facilitate Horizontal and Vertical feedback and data discussions. (Root Cause #1 and #2))

July 1, 2020	August 30, 2020	School leader will create a form to communicate data with students and parents for MOY, and EOY, to be included in addition to iReady parent reports with report cards. (Root Cause #1 and #2)
July 1, 2020	August 7, 2020	ELA Sub-Committee will review results of June 2020 Balmville Distance Learning Survey to determine and schedule necessary PD (using Balmville Calendar) and order any necessary materials for facilitating best practices for Distance Learning as outlined in *Best Practices for Instruction and Distance Learning* document. (Root Cause #1, #2, and #3)
July 1, 2020	August 30, 2020	ELA Sub-Committee will use these guidelines <u>Effective Teacher Professional Development</u> to create and schedule (on Balmville Calendar) a K-2 PLC dedicated to study ARC with the help of district provided ARC consultants. (Root Cause #1 and #3)
August 15, 2020	September 1, 2020	PD for staff will be held to facilitate Distance Learning, following the *Best Practices for Instruction and Distance Learning* document. (Root Cause #1 and #3)
August 15, 2020	September 1, 2020	ELA Sub Committee will create a simple system for teachers to submit feedback horizontally (from grade level meetings) and vertically (during faculty meetings.) This can be as simple as a discussion board, surveys or a note catcher for grade levels and faculty meetings focused specifically on *Best Practices in Instruction and Distance Learning,* the implementation of RACE, AIR, ARC, and Vocabulary strategies, *and* collected data from building wide assessments and data meetings with the school leader. Feedback and data discussions will occur as outlined in action steps on a monthly basis. (Root Cause #1, #2, and #3)
August 15, 2020	August 21, 2020	*Best Practices for Instruction and Distance Learning* document should be shared with staff so that teachers can access should they wish to voluntarily preview prior to the start of the school year. (Root Cause #1 and #3)
August 21, 2020	September 1, 2020	ELA Sub-Committee will ensure that all SCEP Action Plan items and meetings are on the Balmville Calendar.
September 1, 2020	September 15, 2020	ELA Sub-Committee will review with staff during faculty meeting: 1. Overview of 2020-21 SCEP Action Plan 2. *Best Practices for Instruction and Distance Learning* document to include the new AIS/RTI Guidelines for ELA 3. Balmville Calendar with Professional Development and SCEP activities (including PLC, Vertical & Horizontal meetings, data meetings, assessment deadlines, deadlines for implementing practices, etc.) (Root Cause #1 and #3))
September 1, 2020	September 30, 2020	Technology facilitator will work with ELA Sub-Committee to plan and present a series of parent technology nights and/or Google meets which outline for parents how Distance Learning is accessed. A means for parents to be supported by technology facilitators for question answering and trouble-shooting will be developed between and after meetings. (Root Cause #1, #2, and #3)
September 2, 2020	September 18, 2020	ELA Sub-Committee will facilitate student completion in grades K-5 of the BOY Building Wide Assessment for ELA. Teachers will grade and log

		results onto a building-wide assessment spreadsheet. (Root Cause #1, #2, and #3)
September 15, 2020	September 30, 2020	Teachers will implement literacy blocks no later than September 30, 2020 according to the *Best Practices for Instruction and Distance Learning* document to include: ● the RACE strategy with adjustments for developmental appropriate instruction to address constructed response answers to reading passages. (Repeat the question, Answer the question, Cite Text, Explain) ● AIR (Accountable independent reading) and later the ARC program (after district PD) to address transfer of reading skills to independent reading. ● Strategies to increase Tier 1 and Tier 2 Vocabulary including Marzano methods, word walls, word of the week, etc. ● Initial AIS/RTI placement based on BOY data should be made no later than September 30, 2020. ● Teachers will focus on building independent transfer of reading, writing, and vocabulary skills to students vs. whole group by creating multiple opportunities for independent work (ie: spiraling practice work after whole group and small group lessons, independent assignments, etc.) (Root Cause #1, #2 and #3)
October 1, 2020	October 31, 2020	ELA Sub-Committee will facilitate data discussions and feedback for BOY assessments and other building data at Vertical (faculty) and Horizontal (grade level) meetings in October. Discussions should include plans to use data to inform instruction between now and MOY, and strategies to utilize in meeting needs for AIS/RTI and sub-populations. (Root Cause #1, #2, and #3)
October 1, 2020	October 31, 2020	ELA Sub-Committee will collaborate with ITF to present SCEP at Open House- to include an overview of RACE and AIR/ARC strategies for parents, including an overview of In School and/or Distance Learning Literacy Blocks and an overview of how data will be collected and used. (Root Cause #1 and #2)
October 1, 2020	October 31, 2020	School leader will hold the first round of data meetings to review sub-group data showing ELA performance and AIS/RTI. (Root Cause #1, #2, and #3)
October 1, 2020	October 31, 2020	School leader will facilitate the first round of "Breakfast with the Principal" to review data and SCEP goals with parents, including AIS/RTI guidelines. (Root Cause#1 and #2)
October 1, 2020	November 30, 2020	ELA Sub-Committee will plan and present Balmville Literacy Night will be hosted to include AIR/RACE/ARC by demonstrating how parents can support the strategies from home. (Root Cause #1 and #2)
November 1, 2020	November 30, 2020	ELA Sub-Committee will facilitate feedback for *Best Practices for Instruction and Distance Learning* document (including RACE, AIR, ARC and Vocabulary strategies and independent student performance levels during November vertical (faculty) meeting, and data discussions in Horizontal (grade level) meetings in November to ensure adherence to AIS/RTI guidelines. (Root Cause #1, #2, and #3)

November 1, 2020	December 11, 2020	Teachers will share ELA data with students, and share data documents with parents in report cards. (Root Cause #1, #2, and #3)

Mid-Year Benchmark

Identify the **specific assessment of ELA performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
School Based ELA Assessment of Constructed Response to a Reading Passage	Increase from BOY .90 (of 4) to MOY 1.60 (of 4)	MOY score 1.8 or higher
iReady	Tier 3 BOY: 28%, MOY: 15% Tier 2 BOY 54% MOY 45% Tier 1 BOY 18% MOY 40%	10% reduction in Tier 3 10% increase in Tier 1

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 4, 2021	January 20, 2021	ELA Sub-Committee will facilitate student completion in grades K-5 of the MOY Building Wide Assessment for ELA. Teachers will grade and log results onto a building-wide assessment spreadsheet. (Root Cause #1, #2, and #3)
January 21, 2021	January 30, 2021	ELA Sub-Committee will facilitate data discussions about MOY building wide assessment and other MOY assessments to ensure adherence to AIS/RTI guidelines in *Best Practices for Instruction and Distance Learning and* to address independent performance levels of students. (Root Cause #1, #2 and #3).
January 21, 2021	January 30, 2021	School Leader will hold a second round of data meetings to discuss sub-group ELA performance data and AIS/RTI. (Root Cause #1, #2, and #3).
February 1, 2021	February 28, 2021	ELA Sub-Committee will facilitate feedback to discuss the continued implementation of *Best Practices for Instruction and Distance Learning* document with a focus on student performance in meeting SCEP goals (including RACE, AIR, ARC and Vocabulary strategies and independent student performance levels during February vertical (faculty) and grade level meetings. (Root Cause #1, #2, and #3).
March 1, 2021	April 30, 2021	ELA Sub-Committee will support Read Across America evening to include parent workshops in RACE, AIR, ARC and Tier 1 and Tier 2 vocabulary acquisition. (Root Cause #1 and #2).

June 1, 2021	June 15, 2021	ELA Sub-Committee will facilitate student completion in grades K-5 of the EOY Building Wide Assessment for ELA. Teachers will grade and log results onto a building-wide assessment spreadsheet. (Root Cause #1, #2, and #3
June 15, 2021	June 26, 2021	ELA Sub-Committee will facilitate a final data discussion and feedback to reflect on the continued implementation and end of year results of *Best Practices for Instruction and Distance Learning* document with a focus on student performance in meeting SCEP goals (including RACE, AIR, ARC and Vocabulary strategies and independent student performance levels during June vertical (faculty) and grade level meetings. (Root Cause #1, #2, and #3).
June 15, 2021	June 26, 2021	School Leader will hold the final round of data meetings to review sub-group ELA performance and AIS/RTI. (Root Cause #1, #2, and #3).
June 15, 2021	June 26, 2021	Teachers will share ELA data with students, and share data document with parents in report cards (Root Cause #1 and #2).

Addressing COVID-19 Related Challenges – ELA Goal

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
A comprehensive master Distance Learning schedule that communicates academic expectations and responsibilities for staff, students, and families.	School leader, in conjunction with District guidance and appropriate sub-committees, will develop this schedule and distribute it to staff, students, and families. (Root Cause #1 and #3)	August 2020
We need to devise and standardize Distance Learning Literacy Blocks by grade level to offer cohesive instruction inclusive of our SCEP strategies.	ELA Sub-Committee will create a Best Practices for Instruction and Distance Learning document to include SCEP assessments and others. 1. Gives a sample literacy block for both in class and Distance Learning that incorporates RACE, AIR/ARC with an emphasis on vocabulary instruction and constructed response. 2. Creates clear and realistic guidelines for AIS/RTI assessment deadlines and movement within Tiers. (Root Cause #1, #2, and #3)	July 1, 2020-August 15, 2020
We need to provide targeted technical support to teachers by offering technology expertise by grade level to collaborate in the creation of	School Leadership Team will recruit Ptech interns - one per grade level for Distance Learning collaboration and tech support throughout SY 2020-21, beginning September 2020. (Root Cause #1 and #3)	July 1, 2020-August 30, 2020

effective Distance Learning to ensure our SCEP goal.		
We need to provide training for staff to ensure proficiency in the specific programs outlined in our Distance Learning Literacy block.	PD for staff will be held to facilitate Distance Learning, following the *Best Practices for Instruction and Distance Learning* document. Via three consultations with the District Director of Information and Technology. (Root Cause #1 and #3)	August 15, 2020- September 1, 2020
We need to provide support for our parents and families in the use of technology necessary to meet our SCEP goal via Distance Learning.	Technology facilitator will work with ELA Sub-Committee to plan and present a series of parent technology nights and/or Google meets which outline for parents how Distance Learning is accessed. A means for parents to be supported by technology facilitators for question answering and troubleshooting will be developed between and after meetings. (Root Cause #1, #2, and #3))	September 1 2020- September 30, 2020
We need to communicate our SCEP Goals virtually to parents via a virtual "Open House."	ELA Sub-Committee will collaborate with ITF to present SCEP at Open House- to include an overview of RACE and AIR/ARC strategies for parents, including an overview of In School and/or Distance Learning Literacy Blocks and an overview of how data will be collected and used. (Root Cause #1, #2, and #3)	October 1, 2020- October 31, 2020

Math Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
African American	By June 2021, the TSI Subgroup (African American) Math Measure of Interim Progress will increase from 52.6 to 65.5	52.6
Multiracial	By June 2021, the TSI Subgroup (Multiracial) Math Measure of Interim Progress will increase to 88.9	n/a

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	Is this specific to certain sections of the school (grade/content area?)
1. The school does not have a comprehensive approach to teaching problem solving for multi-step word problems. 2. Students are bound by algorithms and do not have the well-developed numeracy skills necessary for advanced problem solving.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
August 1, 2020	August 14, 2020	Math sub-committee will review and recreate a short assessment and rubric to measure growth in answering multi-step constructed response math problems (Math Word Problem Assessment) to be administered BOY, MOY, EOY across grade levels. (Consult with NECSD Math Director, Balmville Staff). For K-2, this benchmark assessment will be styled after the NYS Mathematics Test short response and extended response questions. For 3-5, released test questions from the NYS Mathematics test will be used. (Root Causes 1 & 2)
August 1, 2020	September 10, 2020	Develop an outline for a Professional Learning Community (following guidelines set forth in Effective Teacher Professional Development) to address numeracy and problem solving strategies, implementing strategies and tracking results, and planning PD for staff. (Root Causes 1 & 2)
August 1, 2020	September 10, 2020	Math Sub-Committee will research word problem solving strategies for multi-step math problems to be studied by a Professional Learning Community. A PLC will be formed consisting of one classroom teacher from each grade level and at least one math specialist. This group will meet twice monthly (one hour of covered time during the school day and one hour of paid time outside of the school day). The PLC will consult with teachers and the district math director. The PLC will utilize research-based word problem

		solving strategies including both comprehension strategies and calculation strategies. The efficacy of the strategies would be measured by the PLC. From this research, strategies with high success will be instituted on a larger scale across the school. (Root Cause 1)
September 1, 2020	September 15, 2020	Math Sub-Committee will review with staff during faculty meeting: 1. Overview of 2020-21 SCEP Action Plan 2. *Best Practices for Instruction and Distance Learning* document to include the new AIS/RTI Guidelines for Math 3. Balmville Calendar with Professional Development and SCEP activities (including PLC, Vertical & Horizontal meetings, data meetings, assessment deadlines, deadlines for implementing practices, etc.) (Root Causes 1 & 2)
September 1, 2020	September 18, 2020	Math Sub-Committee will facilitate student completion in grades K-5 of the BOY Building Wide Assessment for Math Word Problems. Teachers will assess and enter results into a building-wide assessment spreadsheet. (Root Cause 1)
September 15, 2020	September 30, 2020	Math Sub-Committee will facilitate horizontal meetings to analyze data from Math Word Problem MOY assessment and iReady MOY and review adherence to AIS/RTI guidelines for students. Attention will be given to students demonstrating a need for RTI and AIS including students within the identified subgroups. (Root Cause 1)
September 1, 2020	October 9, 2020	PD for teachers - Daily numeracy activities (including Number Talks) for daily math instruction. (Root Cause 2)
October 1, 2020	October 31, 2020	School leader will hold the first round of data meetings to review sub-group data and AIS/RTI. (Root Causes 1 & 2)
October 1, 2020	December 18, 2020	Teachers will share an experience with daily numeracy activities in common planning meetings. (Root Cause 2)
November 2, 2020	November 20, 2020	Math Sub-Committee will sponsor a Math Night for families with a focus on numeracy skills and how families can support them at home. (Root Cause 2)
November 2, 2020	December 18, 2020	PLC will continue to meet twice-monthly to review results from classroom trials of selected word problem strategies. (Root Cause 1)
November 30, 2020	December 18, 2020	Teachers will share relevant data (benchmarks, iReady, etc.) with families in conjunction with report cards to keep families informed of student progress. (Root Causes 1 & 2)

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2020 Performance	January 2021 Target
School based benchmark of numeracy and problem-solving strategy skills.	Increase from BOY: 1.27 (of 4) to MOY: 1.9 (of 4)	MOY score 2.0 or higher
	Tier 3 BOY: 30%, MOY: 19% Tier 2 BOY: 64%, MOY: 61% Tier 1 BOY 6%, MOY 20%	10% reduction in Tier 3 10% increase in Tier 1

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 4, 2021	June 18, 2021	Teachers will share an experience with daily numeracy activities in common planning meetings.
January 4, 2021	May 28, 2021	Additional PD as needed in daily numeracy activities (including Number Talks) and/or problem-solving strategies. (Root Causes 1 & 2)
January 4, 2021	May 28, 2021	The Math PLC will continue to meet twice monthly. As soon as data supports, the PLC will recommend a strategy for further implementation into the classroom math instruction. PLC members will train additional teachers in the use of the strategy. Results will continue to be monitored. (Root Cause 1)
January 4, 2021	January 20, 2021	Math Sub-Committee will facilitate student completion in grades K-5 of the MOY Building Wide Assessment for Math Word Problems. Teachers will assess and enter results into a building-wide assessment spreadsheet. (Root Cause 1)
January 21, 2021	January 30, 2021	School Leader will hold a second round of data meetings to discuss sub-group data and AIS/RTI. (Root Causes 1 & 2)
January 21, 2021	January 30, 2021	Math Sub-Committee will facilitate horizontal meetings to analyze data from Math Word Problem MOY assessment and iReady MOY and review adherence to AIS/RTI guidelines for students. Attention will be given to students demonstrating a need for RTI and AIS including students within the identified subgroups. (Root Cause 1)
January 21, 2021	January 30, 2021	Math Sub-Committee will facilitate data discussions about MOY building wide assessment and other MOY assessments to ensure adherence to AIS/RTI guidelines in Instructional Expectations Document.

		(Root Causes 1 & 2)
January 4, 2021	May 28, 2021	Follow up Vertical and Horizontal Meetings will be held to discuss success and challenge with Number Talks, Building-wide problem-solving strategies and developing a building wide problem-solving strategy. (Root Causes 1 & 2)
March 1, 2021	March 19, 2021	Teachers will share relevant data (benchmarks, iReady, etc.) with families in conjunction with report cards to keep families informed of student progress. (Root Causes 1 & 2)
June 1, 2021	June 11, 2021	Math Sub-Committee will facilitate student completion in grades K-5 of the EOY Building Wide Assessment for Math Word Problems. Teachers will assess and enter results into a building-wide assessment spreadsheet. (Root Cause 1)
June 1, 2021	June 11, 2021	PLC will review all benchmark results and look for patterns that indicate that an increased numeracy and multi-step word problem strategies enabled students (including the targeted subgroups) to perform better on assessments of their mathematical ability. (Root Cause 1)
June 21, 2021	June 25, 2021	Teachers will share relevant data (benchmarks, iReady, etc.) with families in conjunction with report cards to keep families informed of student progress. (Root Causes 1 & 2)

Addressing COVID-19 Related Challenges – Math Goal

 It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal **and how the school intends to address these needs.** *(add additional rows as needed)* **the closure-related needs the school has considered** for this specific goal **and how the school intends to address these needs.** *(add additional rows as needed)*

Need	Strategy to Address	When
We need to devise and standardize Distance Learning Math Blocks by grade level to offer cohesive instruction inclusive of our SCEP strategies.	Math Sub-Committee will create a Best Practices for Instruction and Distance Learning document to include SCEP assessments and others. 1. Gives a sample math block for both in class and Distance Learning that incorporates numeracy skills and multi-step word problem instruction. 2. Creates clear and realistic guidelines for AIS/RTI assessment deadlines and movement within Tiers. (Root Causes 1 & 2)	July 1, 2020-August 15, 2020
A comprehensive master Distance Learning schedule that communicates academic expectations and	School leader, in conjunction with District guidance and appropriate sub-committees, will develop this schedule and distribute it to staff, students, and families.	August 2020

responsibilities for staff, students, and families.	(Root Causes 1 & 2)	
Teachers and students need tech support during Distance Learning	School leadership team will recruit P-Tech interns - one per grade level for Distance Learning collaboration and tech support throughout SY 2020-21, beginning September 2020. (Root Causes 1 & 2)	August 2020
Staff need training in various programs and procedures in Distance Learning	PD for staff will be held to facilitate Distance Learning, following the *Best Practices for Instruction and Distance Learning* document via 3 consultations with District Director of Information and Technology. (Root Causes 1 & 2)	August 2020- September 1, 2020
We need to communicate our SCEP Goals virtually to parents via a virtual "Open House."	Math Sub-Committee will collaborate with ITF to present SCEP at Open House- to include an overview numeracy skills and problem-solving strategies for parents, including an overview of In School and/or Distance Learning Math Blocks and an overview of how data will be collected and used. (Root Causes 1 & 2)	October 1, 2020- October 31, 2020

June 2021 Goal	2018-19 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By June 2021, students in the TSI Subgroups (Black/African American and Multiracial) will see a decrease of 20% of Tier 3 from iReady BOY testing for IREADY-READING.	**IREADY-READING (2018-2019)** (whole school data, specific data for subgroup n/a) Tier 3 BOY: 30% MOY: 15% Tier 2 BOY: 53% MOY: 33% Tier 1 BOY: 17% MOY: 53%
By June 2021, students in the TSI Subgroup (Black/African American and Multiracial) will see a decrease of 20% of Tier 3 from iReady BOY testing for IREADY-MATH.	**IREADY-MATH (2018-2019)** (whole school data, specific data for subgroup n/a) Tier 3 BOY: 30% MOY: 13% Tier 2 BOY: 61% MOY: 40% Tier 1 BOY: 10% MOY: 48%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. The school is not meeting district guidelines in AIS/RTI. Differentiated instruction through AIS/RTI is pivotal in the instruction of students in our identified sub-groups. The root cause of not meeting district guidelines is that we are not able to service the number of students that fall within levels of Tier II and Tier III across iReady and iRead data parameters as set forth in the district guidelines. These students fall into these categories as early as Kindergarten. 2. In order to meet district guidelines, we need to increase our AIS/RTI staff and enable a comprehensive approach amongst teachers to help them navigate students through RTI tiers.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		

Start	End	Action
August 1, 2020	August 30, 2020	School leader will advise District Senior Staff that we were unable, with present staffing, to align AIS/RTI instruction as outlined in our Action Steps, with the NECSD AIS/RTI guidance document. A review of staffing and/or cut scores is requested. (Root Cause #1 and #2)
August 1, 2020	August 30, 2020	School leader will create a data meeting schedule (on our Balmville Calendar) with weeks to sign up for data meetings BOY, MOY and EOY for discussions regarding at-risk students and AIS/RTI movement/adherence to guidelines noted in *Best Practices for Instruction and Distance Learning* document. Dates should reflect the deadlines noted in the document. Staff will pre-populate a building-wide data sheet prior to these meetings. Results of these meetings will be further reviewed with our ELA and Math Sub-Committees to facilitate Horizontal and Vertical feedback and data discussions on teacher practices. (Root Cause #1 and #2)
August 1, 2020	August 30, 2020	School Leader will create a form to communicate data with students and parents for MOY, and EOY, to be included with report cards. (Root Cause #1 and #2)
September 1, 2020	September 20, 2020	SLT will review with staff during faculty meeting: 1. Overview of 2020-21 SCEP Action Plan 2. *Best Practices for Instruction and Distance Learning* document to include the new AIS/RTI Guidelines. 3. Balmville Calendar with Professional Development and SCEP activities (including PLC, Vertical & Horizontal meetings, data meetings, assessment deadlines, deadlines for implementing practices, etc.) (Root Cause #1 and #2)
October 1, 2020	October 31, 2020	SLT will collaborate with ITF to present SCEP at Open House - to include an overview of AIS/RTI for parents including an overview of In School and/or Distance Learning AIS/RTI and an overview of how data will be used. (Root Cause #1 and #2)
October 1, 2020	October 31, 2020	School Leader will hold the first round of data meetings and review adherence to AIS/RTI guidelines for, and discuss/facilitate support individual teachers may need to facilitate AIS/RTI services and student performance. (Root Cause #1 and #2)
October 1, 2020	October 31, 2020	School leader will facilitate "Breakfast with the Principal" to review data and SCEP goals with parents, including AIS/RTI guidelines. (Root Cause #1 and #2)

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Results	January 2021 Target
iReady ELA	Tier 3 BOY 28% MOY: 15% Tier 2 BOY 54% MOY 45% Tier 1 BOY 18% MOY 40%	10% reduction in Tier 3 10% increase in Tier 1
iReady Math	Tier 3 BOY 30% MOY 19% Tier 2 BOY 64% MOY 61% Tier 1 BOY 6% MOY 20%	10% reduction in Tier 3 10% increase in Tier 1

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 15, 2021	January 31, 2021	Teachers will share relevant data with families in conjunction with report cards to keep families informed of student progress (Root Cause #1 and #2)
January 21, 2021	January 30, 2021	School Leader will hold a second round of data meetings, review adherence to AIS/RTI guidelines for students, and discuss/facilitate support individual teachers may need to facilitate AIS/RTI services and student performance. (Root Cause #1 and #2)
June 14, 2021	June 23, 2021	School Leader will hold the final round of data meetings, review adherence to AIS/RTI guidelines for students, and discuss/facilitate support individual teachers may need to facilitate AIS/RTI services and student performance. (Root Cause #1 and #2)
June 14, 2021	June 25, 2021	Teachers will share relevant data with families in conjunction with report cards to keep families informed of student progress. (Root Cause #1 and #2)

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
A comprehensive master Distance Learning schedule that communicates academic expectations and responsibilities for staff, students, and families.	School leader, in conjunction with District guidance and appropriate sub-committees, will develop this schedule and distribute it to staff, students, and families. (Root Cause #1 and #2)	August 2020
We need to communicate our SCEP Goals virtually to parents via a virtual "Open House."	SLT will collaborate with ITF to present SCEP at Open House - to include an overview of AIS/RTI for parents including an overview of In School and/or Distance Learning AIS/RTI and overview of how data will be used. (Root Cause #1 and #2)	October 1, 2020- October 31 2020

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Multiracial	17.0	2018 - 2019 TSI Subgroup Multiracial Chronic Absenteeism 27.3%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
1. We need to inform parents about appropriate absence excuses (when it is alright to send students to school, when to keep home). 2. We need to analyze data around student lateness and being picked up early. 3. Staff needs to meet with the attendance officer to review attendance policies and roles. 4. We need a system of robocalls linked to chronically absent students. 5. We need to identify the home relationships of chronically absent students and whether that is impacting their absences. We need to connect families with community resources to address other reasons students may miss school for example: lack of clean clothes, lack of basic needs being met.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (add additional rows as needed)		
Start	**End**	**Action**
June 1, 2020	August 30, 2020	Set up robocalls through Infinite Campus linked to chronic absenteeism. (This was repeatedly requested of the district but did not happen) (Root Cause #4)
September 1, 2020	January 1, 2020	The Attendance Team will begin their bi- weekly meetings in the 2nd week of school to complete the same tasks as in 2019-2020 SY: Identifying students who are close to meeting the criteria for Chronic Absenteeism and offering the specific supports of making phone calls and home visits, tracking and reporting out student attendance issues to all important stakeholders, identifying resources and pairing that resource with families, i.e. busing issues, involving CPS, counseling, food backpack program, planning and executing monthly attendance incentives etc. The

		Action Research process to create interventions, track and adjust their effectiveness will be enacted. (Root Cause #2 and #5)
September 1, 2020	September 30, 2020	Attendance policies and appropriate excuses will be presented in a back to school letter, at an open house to parents with literature to help parents decide when students are too ill to attend. (Root Cause #1)
September 1, 2020	September 30, 2020	Once Distance Learning attendance guidelines are given from NECSD they will also be shared with parents and faculty. (Root Cause #1)
September 6, 2020	September 8, 2020	School leader will apprise staff of attendance policies and practices for decreasing chronic absenteeism in the opening meeting. This will also be placed in the staff Handbook. (Root Cause #3)
September 1, 2020	October 31, 2020	Community organizations will be invited to attend a parent event to share available supports and resources with families. (Root Cause #1 and #5)
September 1, 2020	January 1, 2021	Attendance committee will meet bi-weekly to monitor attendance issues for students approaching chronic absenteeism, plan and enact supports, interventions and conduct action research to review the effectiveness of interventions and to determine if adjustments are needed. (Root Cause #2)
September 1, 2020	January 1, 2021	Attendance committee will work to connect the families of chronically absent students with community organizations for support. (Root Cause #1 and #5)
September 1, 2020	January 1, 2021	Attendance committee will analyze lateness and early release data and contact parents/guardians of students who are being impacted. (Root Cause #2)
September 1, 2020	January 1, 2021	Attendance will be an ongoing monthly focus in the parent newsletter. (Root Cause #1 and #5)
September 1, 2020	January 1, 2021	The Monthly parent newsletter will be translated into Spanish if monies from the SCEP can be utilized to pay staff to do so. (Root Cause #1 and #5)
September 1, 2020	January 1, 2021	Attendance Team will share successes and barriers at monthly faculty meeting (Root Cause #2)
September 1, 2020	January 1, 2021	Attendance Interventions/Action Plans will be shared with classroom teachers on Google form & PLP. (Root Cause #2 and #3)
September 1, 2020	January 1, 2021	Parents of students deemed chronically absent will receive notification and counseling and be linked with community supports by the attendance committee. (Root Cause #1 and #5)

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
Percentage of Chronically Absent students (Infinite Campus)	Multiracial	**0.6%**	22.5

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 1, 2021	June 26, 2021	Attendance committee will meet bi-weekly to monitor attendance issues for students approaching chronic absenteeism, plan and enact supports, interventions and conduct action research to review the effectiveness of interventions and to determine if adjustments are needed. (Root Cause #2)
January 1, 2021	June 26, 2021	Attendance committee will work to connect the families of chronically absent students with community organizations for support. (Root Cause #1 and #5)
January 1, 2021	June 26, 2021	Attendance committee will analyze lateness and early release data and contact parents/guardians of students who are being impacted. (Root Cause #2)
January 1, 2021	June 26, 2021	Attendance will be an ongoing monthly focus in the parent newsletter. (Root Cause #1 and #5)
January 1, 2021	June 26, 2021	The Monthly parent newsletter will be translated into Spanish if monies from the SCEP can be utilized to pay staff to do so. (Root Cause #1 and #5)
January 1, 2021	June 26, 2021	Attendance Team will share successes and barriers at monthly faculty meetings (Root Cause #2 and #3)
January 1, 2021	June 26, 2021	Attendance Interventions/Action Plans will be shared with classroom teachers on Google form & PLP. (Root Cause #2 and #3)
January 1, 2021	June 26, 2021	Parents of students deemed chronically absent will receive notification and counseling and be linked with community supports by attendance committee (Root Cause #1 and #5)

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
Attendance guidelines for Distance Learning will be different in the 2020-21 school year and will need to be shared with parents to achieve Chronic Absenteeism goal.	Once Distance Learning attendance guidelines are given from NECSD they will also be shared with parents and faculty.	September 1, 2020-September 30, 2020

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	**2020 Results** *(if no survey was conducted in 2020, indicate that the results are from 2019)*
Black/African American **Multiracial** **Economically Disadvantaged** **Students with Disabilities**	Students do not threaten or bully each other at this school (staff)68% Students do not bully each other in this school (students).48% Students do not threaten and/or bully each other (parents) .40% - Balmville K-12 Insight Survey Results 2017-18	By June 26, 2021 we will reduce bullying as reflected in 2020-21 Balmville SEL Focus Groups and Survey K-12 by 10%.	Balmville School Climate Survey 2019-2020 MOY Students at this school are often bullied. ● 60% teachers agree ● 72.6% students agree ● 66.7% parents agree Balmville K-12 Insight Survey Results 2019-20 Students do not bully each other in this school (students) 65% disagree or strongly disagree (teachers) 78% disagree or strongly disagree (parents) NO DATA

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?	Is this specific to certain sections of the school (grade/content area?)
1. The school does not have a comprehensive approach to SEL. For this reason, we attempted to implement Responsive Classroom, which is a Trauma Informed SEL program in 2019-20, and Restorative Justice which is a tool for mediation and communication about SEL issues. 2. The school community needs a common understanding of what bullying is, and how to prevent and stop it. 3. Staff Professional Development in Responsive Classroom was delayed and not completed until June of 2020 due to delays in procuring the contract with Responsive Classroom trainers. Therefore, our plan needs to be implemented in 2020-2021. 4. Restorative Justice Professional Development needs to be supplemented to address bullying and mediation for students involved.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
July 2020	July 2020	Create a list of which staff members still need training for Responsive Classroom. (root cause #1 & #3)
July 2020	August 31, 2020	Schedule Responsive Classroom training for additional staff members. (root cause #1)
July 2020	August 31, 2020	Schedule follow up Restorative Justice training with an out-of-district resource. (root cause # 4)
August 1, 2020	September 1, 2020	The school leader will create a master schedule that includes a daily SEL block for all grades. (root cause # 1)
August 1, 2020	August 31, 2020	Consult with Responsive classroom instructors and/or Technology Facilitator and Jen Cronk about how to hold virtual classroom meetings. (root cause #3)
August 1, 2020	September 1, 2020	SEL Subcommittee will ensure that SCEP action plan items are on the Balmville calendar. (root cause #1, #3, #4)
September 1, 2020	September 30, 2020	Staff meetings to update understandings of building safety procedures, VADIR and DASA, and discuss carry out procedures for distance learning situations regarding safety procedures.
September 1, 2020	September 30, 2020	A parent focus group will be held to assess concerns around bullying. (root cause #2)
September 1, 2020	September 30, 2020	A student focus group will be held to identify students' (grades 1-2 and 3-5) perceptions of bullying to inform classroom meetings to address their concerns. (root cause #2)
September 1, 2020	June 1, 2021	Staff meetings will include a Responsive Classroom morning meeting component. (root cause #1)
September 1, 2020	September 30, 2020	Purchased resources for Responsive Classroom will begin to be modeled by the 30 teachers who received training in the 2020-2021. (root cause #1)
September 1, 2020	October 30, 2020	SEL Sub Committee will create and implement a plan for assisting teachers who will be receiving Responsive Classroom training during the 2021-2021 school year. (root cause #1 & #3)
September 1, 2020	June 30, 2021	Continue implementing Responsive Classroom meetings to create a climate of care, community, and relationships, and to address concerns of parents, students, and teachers regarding the school climate. (root cause #1)
September 1, 2020	June 1, 2021	Classroom routines will incorporate movement and brain breaks to enhance the Responsive Classroom climate of care and address the needs of students. (root cause #1)
September 1, 2020	January 29, 2021	Teachers will discuss at grade level, common planning, and Vertical meetings the morning meeting ideas that are working well. (root cause #1 & #3)
September 1, 2020	November 30, 2020	Technology facilitator will work with the SEL Sub Committee to develop ideas for supporting Responsive Classroom in the virtual learning community, and create a digital file to be shared in the building drive. (root cause #1 & #3)

September 1, 2020	October 30, 2021	Technology facilitator will work with the SEL Sub Committee and will hold a series of virtual meetings for parents to explain Responsive Classroom, its benefits, and answer questions. (root cause #1 & #3)
October 1, 2020	December 1, 2020	SEL Sub Committee will schedule and receive Restorative Justice PD to address student re-entry meetings, for subcommittee members. (root cause #1 & #4)
October 1, 2020	October 30, 2020	School leader will facilitate the first round of "Breakfast with the Principal" to review data and SCEP goals with parents, including AIS/RTI guidelines. (root cause #1, #2, #4)
November 2, 2020	November 30, 2020	School leader will monitor that Responsive Classroom meetings have been taking place thru a non-evaluative format of planbook review and/or walkthroughs. (root cause #1)

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Balmville SEL Focus Groups and Survey	By January 30, 2021 we will reduce bullying as reflected in 2020-21 Balmville SEL Focus Groups and Survey K-12 by 5%.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 4, 2021	January 29, 2021	Follow up on VADIR, BERT and Safety Committee to ensure progress.
January 4, 2021	January 29, 2021	Reconvene parent focus group to assess progress in terms of bullying and school climate for MOY. (root cause #2)
January 4, 2021	January 29, 2021	Reconvene student focus group (grade 1-2 and 3-5) to assess progress in terms of bullying and school climate for MOY. (root cause #2)
January 4, 2021	January 29, 2021	Reconvene teacher focus group to assess progress in terms of bullying and school climate for MOY. (root cause #2)
January 4, 2021	January 29, 2021	SEL Sub Committee will verify the list of teachers from July 2020 who needed Responsive Classroom training have received it. (root cause #1 & #3)
January 4, 2021	January 29, 2021	Continue classroom meetings (Responsive Classroom) to build community and relationships and to address concerns of parents and students regarding school climate. Continue Restorative Justice circles. (root cause #1)
February 1, 2021	February 28, 2021	Follow up Restorative Justice PD for all classroom teachers that addresses bullying and peer mediation. (root cause #2 & #4)

March 1, 2021	March 31, 2021	School leader will monitor that Responsive Classroom meetings have been taking place thru a non-evaluative format of planbook review and/or walkthroughs. (root cause #1)
April 1, 2021	May 31, 2021	Multicultural Night to support SEL goals. (root cause #1, #2)
May 3, 2021	May 31, 2021	Reconvene parent focus group to assess progress in terms of bullying and school climate for EOY. (root cause #2)
May 3, 2021	May 31, 2021	Reconvene student focus group (grade 1-2 and 3-5) to assess progress in terms of bullying and school climate for EOY. (root cause #2)
May 3, 2021	May 31, 2021	Reconvene teacher focus group to assess progress in terms of bullying and school climate for EOY.(root cause #2)

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**. *(add additional rows as needed)*

Need	Strategy to Address	When
Additional Staff members to be trained in Responsive Classroom virtually.	Request Responsive Classroom consultants to hold virtual training through Zoom as they did in May 2020.	Saturdays during school year
A digital file of ideas for supporting Responsive Classroom in the virtual learning community.	Technology facilitator will work with the SEL Sub Committee to establish and build the digital file, which will be accessible to all building staff.	September 1, 2020 - November 30, 2020
Staff need training in various programs and procedures in Distance Learning	PD for staff will be held to facilitate Distance Learning, following the *Best Practices for Instruction and Distance Learning* document via 3 consultations with Jennifer Cronk.	August 2020 - September 2020
Social Emotional Learner time built into the master schedule.	The school leader will create a master schedule that includes a daily SEL block for all grades.	August 2020 - September 2020

Submission Assurances

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

1. ☐ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) 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. ☐ As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.

3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

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

5. ☐ 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: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
    - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
    - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).