



# School Comprehensive Education Plan 2024-25

*Board Approved August 29, 2024*

*Updated December 2024*

District	School Name	Grades Served
Newburgh Enlarged City School District	Balmville School	K-5

### **Collaboratively Developed By:**

The Balmville School SCEP Development Team:  
Sandra Wood, Acting Principal  
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Rayanne Coris, Parent Member  
Neena Pressley, Parent Member

*And in partnership with the staff, students, and families of Balmville Elementary School*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
  - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
  - [Activity 2: Analyze: Internal and External Data](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
  - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

### Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to \_\_\_\_\_.*

### Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

## Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

## Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

# 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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention**

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

<b>Evidence-Based Intervention Identified</b>	Professional Learning Communities
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	Teachers will receive the professional development and support needed to engage in the collaborative, critical inquiry and data analysis necessary to fully implement embedded, student-centered, research-based instructional practices. The work done in PLCs becomes the basis for both embedded and formal professional development. This work will ensure that our students are receiving high impact, rigorous and relevant instruction and are engaged in meaningful learning in collaborative groups that foster student agency.

# COMMITMENT I

## Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We commit to creating a student-centered environment that empowers students, families, and the community to take an active role in their own learning and the culture of Balmville Elementary School.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>- Based on the 2023-24 attendance summary report, despite tier one interventions put in place, attendance is at 89.76%, while the district goal is 95%.</li> <li>- In 2022-2023, our attendance was 89.11%, indicating that our attendance rate remained somewhat stagnant with the plan we had in place this year.</li> </ul> <p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>- Based on the Spring School Climate Survey, 32 parents participated compared to 365 students enrolled. Traditionally, there were two school-wide fall and two spring events that offered opportunities for families to engage with their teachers and children; in the 2023-24 school year we offered only one ENL workshop.</li> </ul> <p><b>School Culture</b></p> <ul style="list-style-type: none"> <li>- Based on the 2024 Student Interviews, students reported that they learn best when the curriculum is culturally relevant and taps into their current interests and personal experiences.</li> <li>- Balmville School Climate Survey revealed that only 47% of students report that they have a voice in their learning. Only 58% of students reported feeling a sense of belonging in school and 58% feel accepted in the school. Students also reported a lack of kindness within the school: only 41% of students stated students are kind to one another, 45% of students stated students are kind to adults.</li> <li>- Both parent and staff focus groups expressed a longing for a better sense of community; all groups expressed that the sense of “family” has been lost, most likely due to the Covid, but the “family atmosphere” has yet to return to what it once was.</li> </ul>

Commitment 1

	<p>Community Partners</p> <ul style="list-style-type: none"> <li>- For the 23-24 school year, Balmville had 5 community partners for students: Boys and Girls Club, DARE (The Town of Newburgh Police Dept), Black Rock Forest, Renegades and Storm King. We have only 2 community partners that work with families: Merakey and the Balmville PTA.</li> </ul> <p><i>These observations indicate that our school is in need of rebuilding our sense of community. Building a culture of inclusivity is necessary; parents should be given more opportunities to be involved in school activities, and students should be empowered to take a greater stake in their own education through the use of student-friendly and student-centered feedback tools. Student voice should be included in classroom and building decision-making so that they feel welcomed and affirmed at Balmville Elementary School. Families have little or no opportunity for interacting with their children in school settings thereby limiting their role in their children’s education.</i></p> <p><i>This commitment seeks to address these issues while creating a more empowering environment for students and families.</i></p>
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## Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<b>KEY STRATEGY</b>	<b>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
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Commitment 1

<p><b>Increase student, family and community participation in building school culture.</b></p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Students have reported not feeling connected to the school. It is important to reimagine how student voice and choice is infused in classroom and building functions. Several opportunities for meaningful, student-centered family engagement have been lost over time. Therefore, focused action is required to reinstate and recreate opportunities for our family participation events (such as parent academic and SEL workshops, awards and recognitions etc). Additionally, we will increase family survey participation so that we can better meet family needs. There are only a few community organizations partnering with the school; it is important to expand community involvement so that our student experiences are enriched and our constituents feel better connected to the school.</p>
<p><b>Renew Responsive Classroom implementation.</b></p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>One of the primary facets of Responsive Classroom is the concept of Place Pedagogy; the idea that a student’s environment affects his/her sense of belonging. We know that a welcoming and affirming environment is conducive to supporting brave spaces in which students feel safe in both academic and social risk-taking. Given that 42% of Balmville students did not report feeling a sense of belonging, it is important to address this. The Responsive Classroom professional development will also offer strategies and practices that address identified areas for growth, such as building community (via Morning Meeting) and conflict resolution. Additionally, having a consultant from RC partnering with our instructional coach will build teacher capacity and provide non-evaluative feedback to support teachers in the implementation of RC with fidelity.</p>
<p><b>Re-engaging the Attendance Team and Plan</b></p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Given that the data indicates a 5.24% difference between Balmville attendance and district goals, re-engaging the Attendance Team can support the systemization of and family engagement in events outlining positive attendance goals/strategies.</p>

## Implementation

### KEY STRATEGY 1

Increase student, family and community participation in school building culture and student learning.

<b>IMPLEMENTATION.</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
<p><b>1.</b> Create a Student School Leadership Team (SSLT) that meets regularly with the administration and relevant staff in order to bring student voice to building decision-making</p> <ul style="list-style-type: none"> <li>● Secure interested staff member as advisor to SSLT</li> <li>● Present the opportunity for school leadership involvement to ALL students</li> <li>● Create a process for students to join the Student SLT (SSLT)</li> <li>● Conduct the first meeting of SSLT by October 1, 2024</li> </ul>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p><b>2.</b> September: A Family and Community Engagement (FACE) resource center will be created in the building</p> <ul style="list-style-type: none"> <li>● Administration will utilize the assistance of the district to establish a permanent office and communal meeting space in the building</li> <li>● Collaboration with a FACE liaison that will be stationed in the building to organize community-friendly school events and workshops</li> <li>● An audio-visual “Balmville Bulletin” will be produced regularly to keep families aware of educational &amp; event updates</li> </ul>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p><b>3.</b> September: Creation of a Balmville Parent Engagement Policy</p> <ul style="list-style-type: none"> <li>● Utilize the NYS Culturally Responsive and Sustaining Education Framework to build Policy</li> <li>● Involve key stakeholders, including students, in the creation and approval of the document</li> <li>● Ensure this document is shared with all parents, students and staff</li> </ul>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p><b>4.</b> September: a calendar for Family Outreach events will be created and consistently updated. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Math Nights (K-2) and (3-5) - managed by Math IPT</li> <li>● Reading Night - managed by Literacy IPT</li> <li>● Student-Centered Celebrations</li> <li>● Workshop(s) from NECSD’s Family And Community Engagement</li> </ul>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p><b>5.</b> Student-centered, family-friendly events will be monthly and advised by student participation</p> <ul style="list-style-type: none"> <li>● Character education recognition assemblies will occur by grade band</li> <li>● Families will be invited for their respective child’s awards</li> <li>● All staff will collaborate to make these events student run</li> <li>● Student voice will be infused into parent conferences</li> </ul>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<ul style="list-style-type: none"> <li>● \$300 per event for materials and giveaways. (\$600 total)</li> </ul>		

Commitment 1

- Software support for a monthly newsletter that can produce voice bites
- Student agendas for fifth grade students
- Flexible seating for classrooms and FACE center (Place Pedagogy)
- Chrome books for family use to access resources during family engagement events as well as access to community resources for support
- Learning support for students to support participation in student led/student-centered activities including but not limited to conferences, student SSLT membership, etc

**KEY STRATEGY 2** Renew Responsive Classroom Implementation.

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<p>1. The Responsive Classroom expectation of a welcoming and affirming environment extends beyond the doors of individual classrooms to include the entire school building and grounds will be set</p> <ul style="list-style-type: none"> <li>● Learning walks of the building plant with former administrators, teachers, custodians and other staff to determine mechanical and aesthetic needs of the building will occur</li> <li>● Work orders for upgrades and movement of classrooms, instructional and other functional spaces as needed in line with place pedagogy</li> <li>● Students will contribute to overall school environment/aesthetic through student art, suggestions through the SSLT and the respectful treatment of all school facilities</li> </ul>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>2. Schedule staff Responsive Classroom Professional Development for first available superintendent conference day on November 5, 2024.</p> <ul style="list-style-type: none"> <li>● In the opening day staff meeting in September, administration will poll faculty members who need training and/or refresher training.</li> <li>● Contact Responsive Training company and get pricing.</li> <li>● Arrange for professional development.</li> </ul>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>3. Ascertain implementation of Responsive Classroom (i.e. Morning Meeting, Conflict Resolution, Logical Consequences, Academic Choice components etc.)</p> <ul style="list-style-type: none"> <li>○ Learning walks and instructional rounds by staff</li> <li>○ Non-evaluative walk-throughs by administration</li> </ul>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional Development and Consultant from Responsive Classroom		

Commitment 1

Responsive Classroom-aligned instructional materials & resources
Responsive Classroom-aligned flexible seating

<b>KEY STRATEGY 3</b>	Re-engaging the Attendance Team and Plan
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. We will re-engage and reorganize the Attendance Team which will include building administration, the district attendance liaison, school typist, and social worker.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. School attendance data will be gathered. Necessary calls/outreach will be made to families whose children were chronically absent in 2023-24.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Attendance team will ensure staff understand the plan and know who our attendance liaison is.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4. The Team will present our 3-Tiered attendance plan to the faculty in early fall.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
5. The Attendance Team will support teachers with Tier 2 and Tier 3 of the attendance plan. The team will meet bimonthly to evaluate if the implementation of the plan is moving Balmville toward a 95% attendance rate.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
\$ 1,500 to be used for positive attendance celebrations.		

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Increase student, family and community participation in school building culture.</b>	<p>Creation of SSLT</p> <p>Calendar of Events set</p>	<p>100% of students understand what the SSLT is and the purpose of it</p> <p>Family And Community Engagement (FACE) resource center has been established in the building and a schedule of Family involvement events set for the school year.</p>	<p>The <a href="#">SSLT</a> has been created and meetings underway by 12/1/24.</p> <p><a href="#">SSLT posting</a></p>
<b>Renew Responsive Classroom Implementation</b>	<p>Survey results</p> <p>Professional Development has been scheduled</p>	<p>100% of teachers have responded to the RC survey</p> <p>A professional development session has been scheduled for Responsive Classroom</p>	<p><a href="#">Responsive Classroom Needs Survey</a></p> <p><a href="#">Nov. 5th Responsive Classroom PD</a></p> <p><a href="#">Post PD Responsive Classroom Survey</a></p>
<b>Re-engaging the Attendance Team and Plan</b>	<p>Team Data</p>	<p>The attendance team has presented a 3-tiered attendance plan to the faculty</p> <p>100% of faculty understand the functioning of the attendance plan and their role in implementing it.</p>	<p><a href="#">Attendance Plan presented on Opening Day 9/3/24</a> (slides 9-11)</p>

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark: Increase student, family and community participation in school building culture.</b>	Family Participation Rates for Family Events	We will have 80% of families attending MOY parent teacher conferences.	
<b>Mid-Year Benchmark: Renew Responsive Classroom Implementation</b>	Survey Data for Responsive Classroom the Peer Conflict Resolution Protocol	80% of students offer feedback about Morning Meeting and the peer conflict resolution strategy. 80% of teachers express what resources that will need to keep morning meetings and peer conflict resolution protocol to be effective for the rest of the year.  By the middle of the year we will have had a 10% decrease in discipline referrals from the year prior.	
<b>Mid-Year Benchmark: Re-engaging the Attendance Team and Plan</b>	Attendance Rates	By the middle of the year we should have an attendance rate of 85% or higher.	
<b>End-of-the Year Targets: Increase student, family and community participation in school building culture.</b>	Family Participation Rates for Family Events	We will have 75% of families attending family workshops and events during the year.	

Commitment 1

<p><b>End-of-the Year Targets: Responsive Classroom</b></p>	<p>Survey Data, Discipline Data</p>	<p>80% of students felt that their feedback was implemented during morning meetings and the peer conflict resolution protocol for the second half of the year.</p> <p>80% of teachers felt more comfortable implementing morning meetings and the peer conflict resolution protocol.</p> <p>By the end of the year we will have a 10% decrease in discipline referrals from the year prior.</p>	
<p><b>End-of-the Year Targets: Re-engaging the Attendance Team and Plan</b></p>	<p>Attendance Rates</p>	<p>By the end of the year, we should have an Attendance Rate of 95%.</p>	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>1. Morning Meeting is an important part of my day. 2. I contribute to classroom discussions. 3. School attendance is important to my education. 4. Open-ended: Do you feel welcome at Balmville - why or why not?</p>	<p>N/A</p>	<p>80% agree or strongly agree</p>	

Commitment 1

<p><b>Staff Survey</b></p>	<p>1. I use Morning Meeting to introduce or reinforce curricular content.                  2. Our school has supports in place to encourage school attendance.                  3. Do you feel like the atmosphere at Balmville is student-centered? Why or why not?</p>	<p>N/A</p>	<p>80% agree or strongly agree</p>	
<p><b>Family Survey</b></p>	<p>1. My child tells me about their school day.                  2. I have attended at least 1 family event this school year.                  3. What do you like about Balmville? What do you feel could be improved?</p>	<p>N/A</p>	<p>80 % agree or strongly agree</p>	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We commit to providing Balmville students the foundational pillars of literacy and mathematics through research-based instruction and empowering students to take ownership of their learning by providing actionable feedback within the 2024-2025 school year.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Multiple data sources on student achievement (I-Ready reading and math, IRLA reading levels, writing samples, etc.) show that most classes have students performing in a wide continuum of achievement levels.</p> <p>2024 EOY iReady-Reading data showed:</p> <ul style="list-style-type: none"> <li>• 55% of students were on grade level</li> <li>• 31% of students were 1 grade level below</li> <li>• 14% of students were 2 or more grade levels below.</li> </ul> <p>2024 EOY IReady-Math data showed:</p> <ul style="list-style-type: none"> <li>• 43% of students were on or above grade level</li> <li>• 46% of students were 1 year below grade level</li> <li>• 12% of students were 2 or more grade levels below</li> </ul> <p>Additionally, EOY IReady data indicated:</p> <ul style="list-style-type: none"> <li>• 58% of students are meeting annual typical growth in reading, and</li> <li>• 47% of students are meeting annual typical growth in math.</li> </ul> <p>The median percent progress towards Typical Growth is</p> <ul style="list-style-type: none"> <li>• 96% for math</li> <li>• 110% for reading.</li> </ul> <p>Along with small group instruction focused on student needs, enabling students to feel a sense of ownership of their learning, setting goals for learning, and celebrating success will motivate students to continue learning.</p> <p>According to our 2024 K12 Insight School Climate survey, only 50% of students agreed that teachers provide them with verbal feedback on their work and only 59% of students agreed that teachers provide them with written feedback on how to improve their work.</p> <p>According to 2024 End of Year Independent Reading Level Assessment (IRLA):</p> <ul style="list-style-type: none"> <li>• 37% of Kindergarten is reading on grade level</li> <li>• 70% of 1st grade is reading on grade level</li> <li>• 66% of 2nd grade is reading on grade level</li> <li>• 54% of 3rd grade is reading on grade level</li> </ul>

Commitment 2

	<ul style="list-style-type: none"> <li>● 73% of 4th grade is reading on grade level</li> <li>● 52% of 5th grade is reading on grade level.</li> </ul> <p><i>IReady, IRLA, NYS assessments as well as K12 Insight survey data triangulated from the last few years indicate root causes as to why a significant portion of our students are not performing at grade level in Reading and Math. This commitment focuses attention on enhancing rigorous, relevant, student-centered instructional practices and actionable feedback to increase student performance in English Language Arts and Mathematics.</i></p>
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## Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<b>KEY STRATEGY</b>	<b>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<b>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</b>
<b>Implement PLCs</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p> <p>Professional Learning Communities provide educators with an opportunity to learn and grow together in various ways including but not limited to: the sharing of best practices, the analysis of student assessment data, collaborative decision-making about instructional strategies etc. A school instructional coach will assist in facilitation of the PLC cycle.</p>
<b>Implementation of Instructional Practices Teams (IPTs) in Math and Literacy</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>iReady, IRLA and state test data show that student performance in key areas of mathematics and literacy are below proficiency. Instructional Practices Teams (IPTs) will serve the instructional staff of Balmville by reviewing research-based instructional strategies, correlating those strategies with student</p>

Commitment 2

		<p>need, and providing professional development as needed. The implementation of district approved research-based pedagogical strategies in these areas will ensure students are receiving high quality instruction. These programs should be reviewed to ensure they are implemented with fidelity. In this way, the effectiveness of the instructional practices can be measured.</p>
<p><b>Implement an Actionable Feedback Tool in line with <u>Wise Feedback</u></b></p>	<p><input checked="" type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>According to our 2024 K12 School Climate survey, only 50% of students agreed that teachers provide them with verbal feedback on their work and only 59% of students agreed that teachers provide them with written feedback on how to improve their work. Parents have expressed that they would like to see their children take a more active role in their education.</p>

## Implementation

### KEY STRATEGY 1 | Implement PLCs

<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
1. August 2024: Balmville PLC Handbook created. <ul style="list-style-type: none"> <li>Bring the instructional coach, necessary staff and administration together to collaborate on the PLC Handbook.</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. September 2024: PLC Handbook will be shared with teachers and PLCs will begin utilizing	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Duration of School Year: Meaningful PLCs will continue to follow an A-F cyclical schedule and assess as needed. <ul style="list-style-type: none"> <li>Various research-based practices, including data review and instructional rounds, will be utilized to enrich PLC agendas and learning conversations.</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Standard Office Supplies: Expo Markers, Post-it Chart Paper		
PLC Handbook 2024-2025		

Commitment 2



**KEY STRATEGY 2** Implement Instructional Practices Teams (IPTs) in Math and Literacy.

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. Canvas staff to populate Math and Literacy IPTs with teachers that represent the K-5 math and literacy continuum (ex: representation of grade bands, AIS and ENL teachers)		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Deep data dive in Math IPT: <ul style="list-style-type: none"> <li>○ Analyze NYS Math Test from past 2 years to identify areas in need of focus. Seek root causes. Plan intervention(s).</li> <li>○ Analyze interventions for effectiveness.</li> </ul>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Research strategies in Math IPT: <ul style="list-style-type: none"> <li>○ Analyze problem-solving strategies based on the NYS NextGen Math standards. Consider how feedback to students can support problem-solving approaches.</li> <li>○ Share with faculty in staff meetings and/or PLCs. Evaluate effectiveness of strategies based on student data.</li> <li>○ Continue work with teachers on fluency progressions. This knowledge can be shared with students so that they can see what next steps are to achieve mastery.</li> </ul>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Establish <u>First in Math</u> incentive program.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
5. Host 2 family Math events (one for grades K-2, one for 3-5).		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
6. Analyze resources in Literacy IPT: <ul style="list-style-type: none"> <li>○ Develop a crosswalk and alignment document between the various 'science of reading' materials currently being used in the building (including but not limited to ARC/IRLA, LETRS, Heggarty, Orton Gillingham etc.)</li> <li>○ Analyze the District Literacy Block in regard to usage of time and strategy implementation. Make recommendations if needed.</li> </ul>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
7. Deep data dive in Literacy IPT: <ul style="list-style-type: none"> <li>● Analyze building literacy data from the last 2 years from various sources (ex: NYS Exams, iReady, SchoolPace etc.) to identify areas of need of focus. Seek route causes. Plan interventions.</li> </ul>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 2

<ul style="list-style-type: none"> <li>Analyze interventions for effectiveness</li> </ul>	
<p>8. Engage in a series of instructional rounds</p> <ul style="list-style-type: none"> <li>Teachers will be supported in visiting other classrooms/schools to see effective instructional practices</li> </ul>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>9. Collaborate with building leadership and the FACE division to organize family math and Literacy events aligned to the NYSCRSE Framework.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Funds for Math IPT salaries
Funds for Family Math events (\$300 per event)
Funds for Professional Development
Funds for annual NYS Math Conference
Funds for Literacy IPT salaries
Funds for Family Reading Night event(s)
Funds for substitute teachers to cover for instructional rounds

<b>KEY STRATEGY</b> 3	Implement an Actionable Feedback Tool in line with <a href="#">Wise Feedback</a>
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**IMPLEMENTATION**

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

<p>1. September: Collaboratively decide as a whole faculty, which actionable feedback tool will be utilized for the 2024-25 school year</p> <ul style="list-style-type: none"> <li>Present the concept of Wise Feedback during the opening staff meeting</li> <li>Share and discuss options for actionable feedback tools</li> <li>Decide by vote on the best applicable tool for Balmville Elementary School</li> <li>Teachers will get feedback from students on the tool during the first full week of school; should changes need to be made, the building will reconvene</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>2. Standardize usage of the actionable feedback tool</p> <ul style="list-style-type: none"> <li>Share best practices during PLCs (i.e. share student work, teacher feedback, student action on feedback during PLC meetings)</li> <li>Display/share evidence of actionable feedback in use with parents</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>1. Engage students in self-reflection regarding usage of the feedback tool</p> <ul style="list-style-type: none"> <li>Teachers will glean what students like/dislike about actionable feedback</li> <li>Students will share what kinds of feedback are most useful to their learning</li> </ul>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Commitment 2

Standard Classroom Supplies: Expo Markers, Post-it Chart Paper
Books to support professional development and coaching of strategies aligned to SCEP such as Wise Feedback modality: Zaretta Hammond’s, <i>Culturally Responsive Teaching and the Brain</i>
Copies of selected Actionable Feedback Tool

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

*Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? <i>(consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
<b>Implement PLCs</b>	Balmville PLC Handbook PLC Calendar	100% of faculty are aware of and understand the PLC cycle and process at Balmville  The instructional coach reports that PLCs are occurring with fidelity	The PLC Instructional cycle was implemented and <a href="#">PLC Handbook</a> shared with staff beginning Sept, 2024; <b>the goal was achieved as outlined</b>
<b>Implement Instructional Practices Teams (IPTs) in Math and Literacy</b>	Establish both a Math and Literacy Instructional Practices Team (IPT)	Both Math and Literacy IPT’s are established  A schedule/process for collaborating with PLCs (or whole faculty) is created	Math and Literacy IPTs are established and the <a href="#">schedule</a> has been created

Commitment 2

<p><b>Implement an Actionable Feedback Tool in line with <a href="#">Wise Feedback</a></b></p>	<p>Building-wide actionable feedback strategy has been selected</p>	<p>100% of students and faculty can identify and explain the building-wide actionable feedback strategy</p>	<p>Goal In Progress; the importance of intentional and explicit feedback has been discussed at staff meetings and PLCs however training on the process to conduct feedback with fidelity is forthcoming in January PLC cycle (<a href="#">Slides 16-35</a>)</p>
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Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?
<p><b>Mid-Year Benchmark: Implement PLCs</b></p>	<p>Meeting Minutes PLC Calendar</p>	<p>An effectively functioning PLC system</p>

Commitment 2

<p><b>Mid-Year Benchmark: Instructional Practices Teams</b></p>	<p>First in Math data IRLA and iReady data Teacher conferencing</p>	<p>50% of students have completed the <i>Very Important Facts</i> component for at least two operations in <u>First In Math</u>.  50% of students will be performing at or above grade level on IRLA and iReady reading. Teachers are conducting IRLA conferencing regularly (at least once every 14 days)</p>
<p><b>Mid-Year Benchmark: Actionable Feedback</b></p>	<p>Actionable Feedback Tool artifacts</p>	<p>100% of classrooms can produce evidence of teacher and student usage of the Actionable Feedback Tool</p>
<p><b>End-of-the Year Targets: Implement PLCs</b></p>	<p>Meeting Minutes Teacher interviews</p>	<p>85-100% of teachers report that the PLC cycle process was helpful to their instructional growth</p>
<p><b>End-of-the Year Targets: Instructional Practices Teams</b></p>	<p>First in Math and iReady Math data  iReady Reading data IRLA data</p>	<p>Math: <u>First in Math</u> - 80% of students have completed the <i>Very Important Facts</i> program for 4 operations. - 80% of students show an increase of 50% in <i>Just The Facts</i> assessment. <u>IReady data</u> - 60% of students will be performing at or above grade level in IReady Math.  60% of students will be performing at or above grade level on IRLA and iReady reading.</p>
<p><b>End-of-the Year Targets: Actionable Feedback</b></p>	<p>Student, Teacher and Parent survey</p>	<p>80% of students feel that teacher feedback is helpful to their learning.</p>

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available (e.g., % agree or strongly agree)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing (complete once Spring survey results are available)</p>
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Commitment 2

<p><b>Student Survey</b></p>	<p>What is the best way you learn?          What keeps you interested in learning?          Did teacher feedback help you in your learning?</p>	<p>N/A</p>	<p>Student responses to these qualitative questions show that students can be reflective of their learning styles and answer affirmatively that teacher feedback is helpful to them.</p>	
<p><b>Staff Survey</b></p>	<p>Are you given the support to effectively execute your job? Why or Why not?          Was the instructional coach helpful to your instructional practice growth this year?</p>	<p>N/A</p>	<p>Teacher responses to these qualitative questions show that staff feel supported in their work and that the contributions have benefitted the teachers in growing in their instructional practices.</p>	
<p><b>Family Survey</b></p>	<p>Do you feel like an important part of your child’s education at Balmville? Why or why not?          Do you see evidence of your child using strategies from his/her learning?          Where have you seen growth in your child this year?</p>	<p>N/A</p>	<p>Parent responses to these qualitative questions show that they feel included in their child’s educational experiences and can see evidence of academic and/or emotional growth in their child.</p>	

## 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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

## Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orient ation to School Teams (requir ed for new TSI)	Envisio n: Explori ng the Vision, Values and Aspirat ions	Analyz e: Intern al and Extern al Data	Analyz e: Survey Data	Listen: Studen t Intervi ews	Envisio n: Reflect , Synthe size and Plan	Plan Writin g and Revisio n
Sandra Wood	Acting Principal	6/6	6/10	6/11	6/12	6/17	6/18	6/24, 6/25
Nieves Becket	Acting Assistant Principal	6/6	6/10	6/11	6/12	6/17	6/18	6/24, 6/25
Kyle Conway	5th Grade Teacher	6/6	6/10, 7/12	6/11	6/12	6/17	6/18, 7/8 ,	6/24, 6/25
Eileen DeGrosse	Parent	6/6	6/10	6/11	6/12	6/17	6/18	6/24, 6/25
Robert Conti	AIS Math Teacher	6/6	6/10	6/11	6/12	6/17	6/18, 7/10	6/24, 6/25, 8/1
Zoe Fonseca	2nd Grade Teacher	6/6	6/10	6/11	6/12	6/17	6/18	6/24, 6/25, 7/12, 8/1
Karriem Bunce	Principal		7/12				7/8, 7/10	7/10, 7/12, 7/31, 8/1
Amanda Greene	Assistant Principal						7/8 , 7/10,	7/10, 7/12, 7/31, 8/1
Neena Pressley	Parent		7/12				7/12	
LaQuionous Pressley	Parent		7/12				7/12	
Ryanne Coris	Parent		7/12				7/12	
Mary Jo Rauscher	Clerical		7/12				7/12	

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompt below.

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

The student interviews inspired the SLT to address student needs through asking effective questions to yield comprehensive answers and researching data in order to implement a plan that will engender higher academic and social performances. For example, EOY Survey, students noted that not receiving enough teacher feedback in conjunction with having to meet academic deadlines was stressful. Thus, the SLT in both commitments seek to address this concern. The commitments highlight empowering students and for teachers to create a student centered classroom with actionable feedback.

#### Schools in the ATSI and TSI model only

#### Subgroup Spotlight

##### **Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

According to the ESSA Indicator #2, the Core Subject Performance Index shows that our school is in the bottom 10% compared to the state for All Students. The Core Subject Performance Index requires all-school focused interventions for all students. Our Black and Economically Disadvantaged and Hispanic students however, perform at Level 1, while all other sub-groups perform at level 2. As a team, we have looked to strategies that build (or in some cases, rebuild) the foundations of learning. We are seeking to build teacher capacity in strategies that address students who are performing below grade level, providing interventions that support their learning. At the same time, we are seeking to provide students with actionable feedback and opportunities to build and expand their own learning.

## Next Steps

### Sharing the Plan

#### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan

