New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2023-24

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

Collaboratively Developed By:
The Balmville Elementary School SCEP Development Team: Dr. Lisa Buon, Mr. Kyle Conway, Ms. Concetta Cracolici, Ms. Jackelyn Demarco, Ms. Zoe Fonseca,   Mr. Dennis Grant, Ms. Eileen Iagrosse, Ms. Melissa Lamar, Ms. Tanika McCullough, Ms. Heather Mills,   Ms. Hildelisa Prado, Ms. Waleska Rayford   *And in partnership with the staff, students, and families of Balmville Elementary School*

Guidance for Teams

Template

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

        - **SCEP Sample**: Cohesive, Relevant Curriculum

            - **SCEP Sample**: Deepening Connections

        - **SCEP Sample:** Graduation Through Relationships

        - **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1 Balmville Elementary School

Our Commitment	
What is one Commitment we will promote for 2023-24?	**We commit to culturally responsive social emotional learning that respects and nurtures student identity, and promotes social justice.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	Relationships continue to be at the core of our school ethos and philosophy informing our Social Emotional Learning. Student interviews and our student, parent, and staff surveys indicate that we are continuing to address the needs communicated in 2022-23 by our community. Through our analyses of SEL data, we notice that we are missing clarity around a systematic approach to Tier 1, Tier 2, and Tier 3 SEL that includes more proactive measures. This commitment aligns with both the district and state level guidance regarding Culturally Responsive-Sustaining Education.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Panorama SEL Score Suspension Rate Removal Rate Attendance Rate .	a minimum of 70% of students across all subgroups on track in SEL (Panorama Measure) decrease in number of students suspended of 5% from 2022-23 data a minimum of 75% of students on track in Attendance (Panorama Measure)	

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

	Survey Question(s) or Statement(s)	Desired response	What we ended up seeing *(complete*

		(e.g., % agree or strongly agree)	*once Spring survey results are available)*
Student Survey	Panorama Survey	a minimum of 70% of students on track in SEL (Panorama Measure)	
Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Panorama Survey SEL	a minimum of 67% of students across all subgroups on track in SEL (Panorama Measure)	
	Suspension Rate Removal Rate	decrease in number of students suspended of 2.5 % from 2022-23 data	
	Attendance Rate	a minimum of 69% of students on track in Attendance (Panorama Measure)	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 1

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Behavior and Attendance Data	Our PLC will have determined goals based on the initial survey. We will ensure that all students at risk for Tier 3 in SEL and Attendance have been referred to RTI/MTSS.	
Adult/Schoolwide Behaviors and Practices	SEL/Attendance PLC Membership	All grade levels will have a representative and all special area teachers will be members of our PLC	
	Common Planning meetings with members monitoring PLC goals.	All classrooms are implementing the Responsive Classroom approach with fidelity, Restorative Justice, and Attendance Interventions and incorporating RTI/MTSS as developed.	
	Panorama Data for Tier 2 Interventions	All teachers will be using Panorama to reference and drive classroom instruction and culture. Data Team will review.	
Student Behaviors and Practices	Panorama Results Student Interview Results	Students participate in creation of their classrooms, state their Hopes and Dreams, understand classroom procedures (Responsive Classroom). Students participate in Restorative Justice circles, Peer Mediation, Student Advisory, and Honor Society.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are

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		necessary to support these strategies?
SEL/Attendance PLC	- study and lead the implementation of research based interventions to support Tiers of SEL Instruction - align current research based practices with RTI/MTSS Tier 1,2 and 3 as collected in Panorama	- Data Team for tracking - Panorama - Professional Development as needed - Books and supplies - PLC member and facilitator salaries - need flexibility in the use of district vertical meetings to accomplish SCEP goals

COMMITMENT 2

	Our Commitment
What is one Commitment we will promote for 2023-24?	**We commit to equity in the acquisition and use of tools and resources to support students in their lifelong hopes and dreams.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We recommit to providing the most appropriate instructional interventions and support for students. We continue to seek and extend learning opportunities that empower students to be in control of the social, cognitive, and emotional dimensions of their learning, as well as their role in social justice.

According to data compiled by our teachers and Data PLC, we have exceeded our set goals in reading and math growth. We attribute this to our efforts to develop a strategic and purposeful intervention plan. Continuing this commitment to prescriptive interventions that address the needs of our specific subgroups (African American/Black, Two or more races, and emerging sub-group of need Students with Disabilities) will impact student ownership of their learning. Parents, staff and students indicate progress in the area of social justice curriculum.

This commitment works in tandem with our other commitment because we continue to recognize that creating student ownership of learning and supporting students where they are on their academic journey is integral to social and emotional health, addresses educational inequities that can lead to issues with behavior and attendance, and creates a more culturally responsive school, |

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	iReady ELA and Math Scores End of Year	5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to EOY	
	NECSD Common Writing Assessment for ELA grades 3-5	3% increase in NECSD number of students at level 3/4 in grade 3-5 Common Writing Assessment for ELA	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	Panorama Survey	a minimum of 70% of students on track in SEL (Panorama Measure)	
Staff Survey			
Family Survey			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	iReady ELA and Math Scores Middle of the Year	2.5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to MOY	
	NECSD Common Writing Assessment for ELA grades 3-5	1.5% increase in NECSD number of students at level 3/4 in grade 3-5 Common Writing Assessment for ELA	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	iReady ELA and Math Scores Beginning of Year	Students will be receiving interventions based on Beginning of the Year scores	
	NECSD Common Writing Assessment for ELA grades 3-5	Students will be aware of the New York State grade 3-5 writing rubric	
Adult/Schoolwide Behaviors and Practices	Math and Literacy PLC Membership	All grade levels will have a representative on each PLC	
	Common Planning meetings with members monitoring PLC goals.	All classrooms are implementing interventions and incorporating RTI/MTSS as developed including parent notifications.	
	Panorama Data for Tier 2 Interventions	All teachers will be using Panorama to reference and drive classroom instruction and culture. Data Team will review.	
Student Behaviors and Practices	Panorama Results	Students and parents are aware of academic levels and next steps to improve.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Literacy PLC	● study and lead the implementation of research based interventions to support Tiers of Learning ● align current research based practices with RTI/MTSS Tier 1,2 and 3 as collected in Panorama	● Data Team for tracking ● Panorama ● Professional Development as needed ● Books and supplies ● PLC member and facilitator salaries ● need flexibility in the use of district vertical meetings to accomplish SCEP goals
Math PLC	● study and lead the implementation of research based interventions to support Tiers of Learning ● align current research based practices with RTI/MTSS Tier 1,2 and 3 as collected in Panorama	● Data Team for tracking ● Panorama ● Professional Development as needed ● Books and supplies

		● PLC member and facilitator salaries ● need flexibility in the use of district vertical meetings to accomplish SCEP goals

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 Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Community
We envision that this Evidence-Based Intervention will support the following Commitment(s)	**Commitment 1 and 2**
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We commit to equity in the acquisition and use of tools and resources in order to support students in their lifelong hopes and dreams. ● SEL/Attendance PLC ● Literacy PLC ● Math PLC

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.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Dr. Lisa Buon	Principal
Mr. Kyle Conway	Grade 5 Teacher
Ms. Concetta Cracolicci	Assistant Principal
Ms. Jackelyn Demarco	Grade 3 Teacher
Ms. Zoe Fonseca	Grade 2 Teacher
Mr. Dennis Grant	Parent Representative
Ms. Eileen Iagrosse	Parent Representative
Ms. Melissa Lamar	Grade 1 Teacher
Ms. Tanika McCullough	Social Worker
Ms. Heather Mills	AIS Teacher
Ms. Hildelisa Prado	Grade K Teacher
Ms. Waleska Rayford	Grade 4 Teacher

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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/17/23	x						
6/1/23	x						
6/4/23	x						
6/6/23	x						
6/10/23		x					
6/12/23 AM					x		
6/12/23 PM			x				
6/20/23		x	x	x	x		
6/21/23		x	x	x	x		
6/27/23		x			x	x	x
6/28/23		x			x	x	x
6/29/23		x			x	x	x
6/30/23		x			x	x	x
7/6/23							x

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

We used the interview process to examine our SEL practices and create goals that inform our SEL/Attendance PLC strategy.

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.