School Comprehensive Education Plan

The Balmville Elementary School Leadership SCEP Development Team
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What should we prioritize to support our students and work toward the school we wish to be?

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are identified as at risk/Tier 3.

- PLC will coordinate PD:
  - Introduction to Responsive Classroom training for new staff members and fill any empty seats with teachers who would like to attend a refresher
  - Coaching in logical consequences through Responsive Classroom.
  - Explore Certification training for Responsive Classroom to 2 staff members(does not allow turnkey training but is available).
  - Explore Responsive Classroom training for parents funded by Parent Engagement Money.
- PLC will discuss and communicate Responsive Classroom implementation with Balmville Community to include:
  - During Faculty Meetings
  - Parent Open House. (Virtual if necessary.)
  - Balmville Parent Monthly
  - [illegible]

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ŏ E A E		Meetings with advocate

Continue a forum for students to provide their thoughts and insight on school culture.

- ŏ Initial presentation of advisory during teachers meeting
- ŏ Classroom representatives meet from grade levels at least monthly
- ŏ Two classroom m

	SEL Workshops will be facilitated by School Social Worker ŏ Workshops will focus on Social Emotional Learning ŏ Workshops would be specific to classroom needs ŏ Each workshop will promote emotional regulation skills ŏ workshops will include topics around communication, healthy relationships, self esteem, conflict resolution, mindfulness, and Restorative Justice Circles as needed. ŏ Teacher will have access to a formal google document to request an SEL workshop in their classroom and will provide information about the concerns they may have with the class collectively	NECSD Panorama survey: increase of 5% across all categories.	Restorative Circles refresher course training/certification for turn key provider (Social Worker). Materials for RJ https://www.restorativejustice.com/online-training.html Train the trainer https://www.eventbrite.com/e/new-3-day-rp-circle-rj-conferencing-training-ticke

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		Materials for RJ Circles H GH A D E I E E CE C LE I CA D https://www.amazon.com/dp/B07L5TGH7N/ref=syn_sd_onsite_desktop_418?ie=UTF8&psc=1&pd_rd_plhdr=t E C FLIC E L I BALL
	School will assemble monthly to share: ŏ Student Advisory Implementation Announcements as Necessary ŏ CARES Public Service Announcements on video and scaffolded recognitions (Honor Society) ŏ Attendance Awards ŏ Various School Quick-Wins [3]	

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- ǒ access of data for all administrators, teachers and intervention providers
- ǒ a clear protocol on how to move the students through tiers, including what research-based interventions will be used, who is responsible for interventions at each Tier, and benchmarks measures for movement.
- ǒ a study of repeated suspensions per student to flag them for movement between tiers.
- ǒ coordinated efforts with district MTSS
- ǒ PD on MTSS developed protocols in Attendance and Behavior for teachers.
- ǒ use of a fund for material incentives for T3 interventions
- ǒ use of stipend remote instruction for all students in need as an intervention for attendance and behavior.
- ǒ communicate ñsurvey fatigueò and i

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	ǒ T3 interventions to include home visits beginning in September. ǒ PLC will monitor data and initiate 5, 10, and 20 day letters ǒ seek district robo-calls for attendance ǒ determine movement through attendance tiers ǒ provide attendance incentives and bulletin boards ǒ Attendance officer will present to teachers and parents on Attendance. ǒ coordinate parent communication ǒ be mindful of alternative incentives for students who may feel left out due to attendance issues beyond their control	Decrease of 5% in students considered at risk in Balmville Attendance Data.	ǒ ǒ

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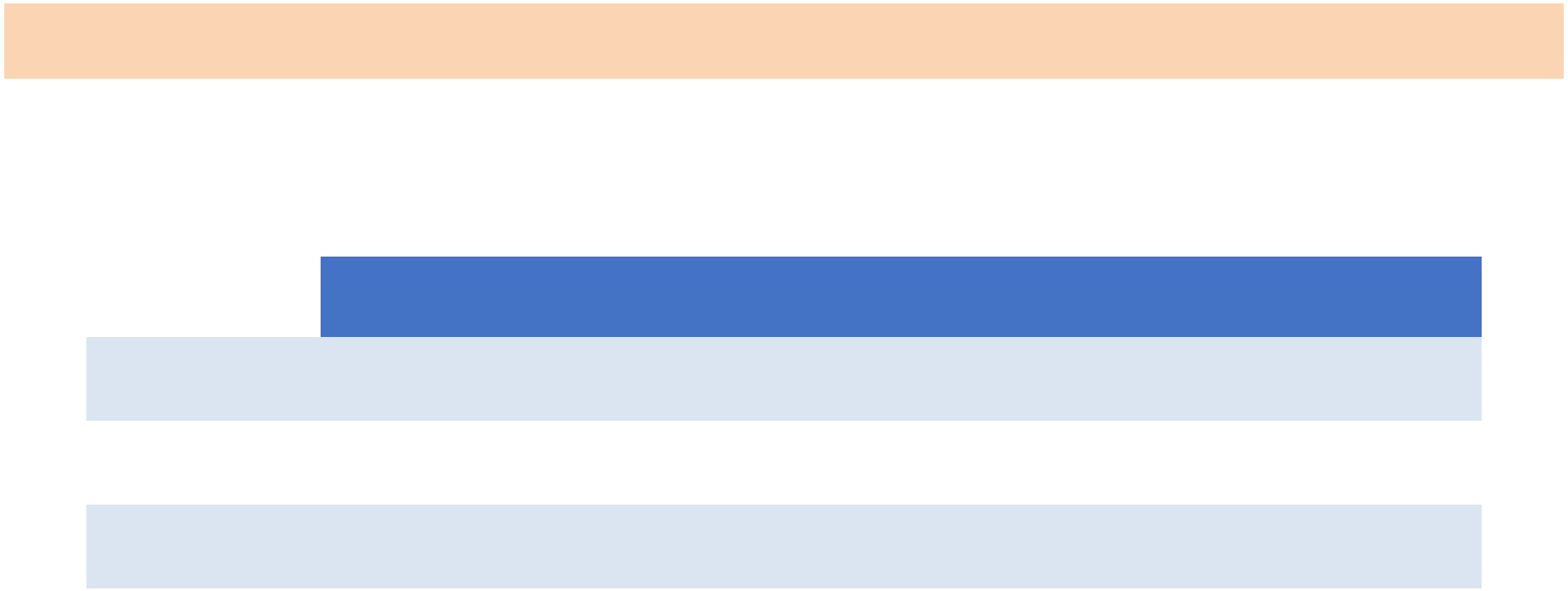

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NECSD Panorama survey: increase of 5% across all categories. Suspension Rate decrease in number of students suspended of 5% from 2021-22 data Removal rate decrease of 5% from 2021-22 data Balmville Behavior Data: Decrease in the number of students at risk of 5% from BOY to EOY. Chronic Absenteeism decrease of 3% from 2021-22 data Decrease of 5% in students considered at risk in Balmville Attendance Data. By the end of the year we will have established a building-wide process for referral of students to peer mediation for grades 3-5 that will allow us to correlate discipline referrals involving peer mediation intervention with positive resolutions vs those resulting in suspension/punitive responses. By the end of the year we will have a streamlined process for Attendance and Behavior MTSS. By the end of the year we will have expanded Student Interviews to include more students and we will have a system of sharing the data throughout the school.

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Teachers will study current Science of Reading research and systematic synthetic phonics and its application of research based interventions that address our subgroups . Teachers will receive PD and collaborate on how to build systematic synthetic phonics into Tier 1 and Tier 2 instruction via continuation of the Kurt Lewin's Action Research plan used 2021-22.

- Multisensory phonological Science of Reading training by LETRS or IMSE for a limited number of teachers.
- Orton Gillingham Intermediate training for teachers who have completed the Orton Gillingham Basic Language training during Summer 2022.
- This yearîs PLC work will focus on a study of the application of morm

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	Elementary Phonics Scope and Sequence (developed by the 2021-22 PLC) building wide. ŏ We will provide multisensory classroom tools to teachers completing OG Foundational Language Training that did not receive them this year. ŏ We will provide books for book studies to support the PLCîs focus and work.		G B L B E ŏ ŏ G F L
	The Data Team PLC will align MTSS data and academic interventions. The PLC will: ŏ compare/merge data collection from 2021-22 with Panorama capabilities.	B A	ŏ D LC ŏ

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	NECSD Plan ŏ Monitor and track subgroup achievement ŏ Revisit use of ATLAS protocol.		
	ŏ ŏ Ensure that projects Include daily writing (develop prompts, etc.) ŏ Ensure the use of writing rubrics K-2 ŏ Ensure the use of NYS Test writing rubrics 3-5	5% increase in students performing at or above grade level (green) in iReady Reading measures BOY to EOY	ŏ G J
	Math Numeracy PLC will follow and will ŏ include more teachers from grade levels not represented ŏ build Numeracy in Teachers and implement numeracy practices in their classrooms. ʒ implement First in Math with teachers involved in the PLC and track progress (Tier 1 and Tier 2) ʒ implement ñconferencingò using Math Running Record or Universal Math Screener for Number Sense and track student achievement (pilot for Tier 1 or Tier 2). ʒ Implement meaningful	5% increase in students performing at or above grade level (green) in iReady Math measures BOY to EOY	ŏ LC ŏ D F LC ŏ D H C LC ŏ Four members will attend the Association of Mathematics Teachers of

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	strategies being put in place by PLC. ǒ Four members will attend the Association of Mathematics Teachers of New York State Conference.Concepts/Strategies/ Content gained will be shared with the remaining PLC members and other staff upon return.		

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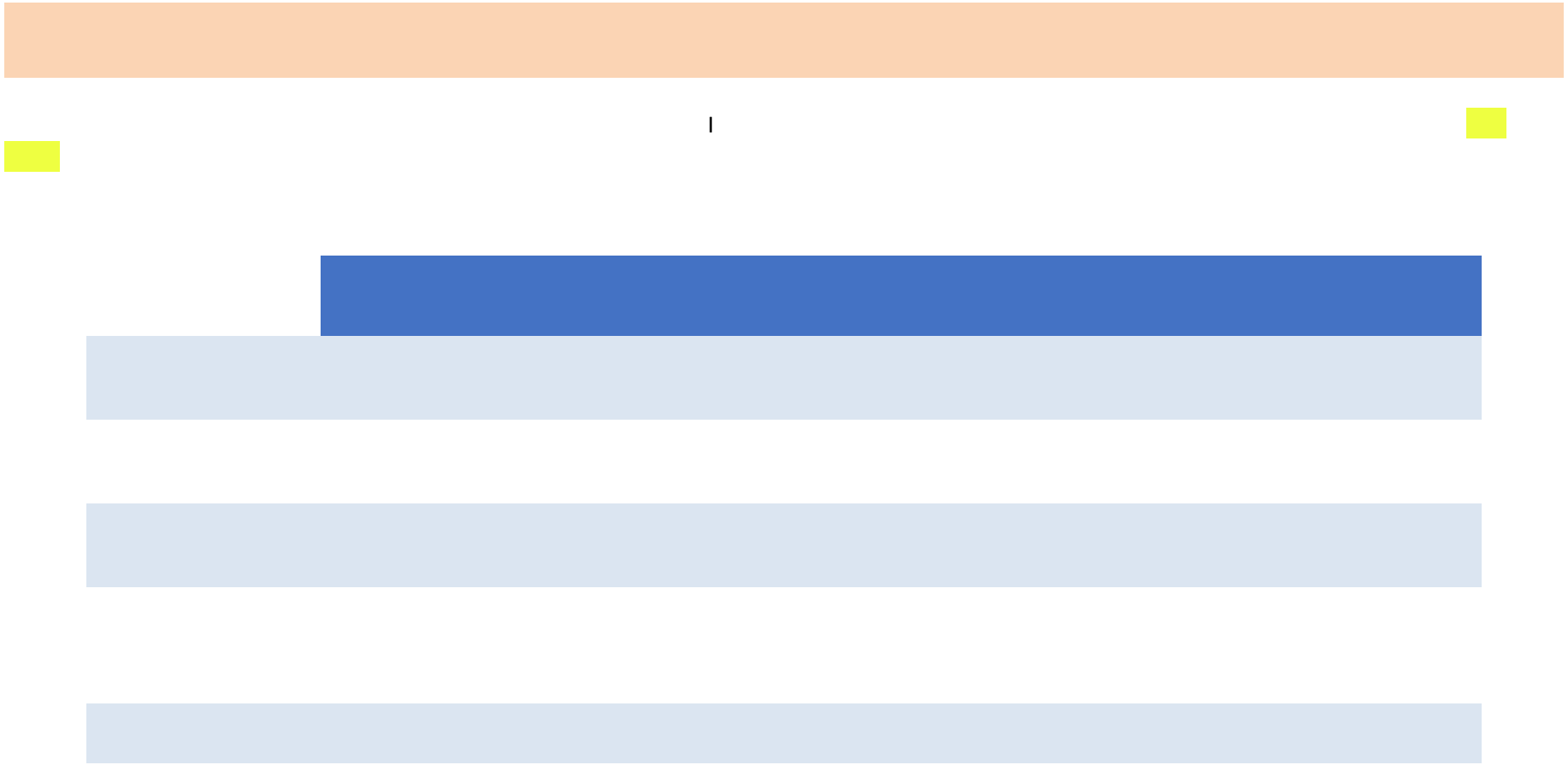

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the “Leveraging Resources” document

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EOY Student Interview data indicated that students feel that we are responsive to Social Emotional needs. For this reason we will enhance and extend our Responsive Classroom SEL curriculum beyond the ñFirst Six Weeksò to include more nuanced understandings learned via logical consequences to aid in restorative conflict resolution. Students indicated a need for improvement in academic feedback. For this reason we will streamline our MTSS process and protocols to enhance communication with students about their progress and interventions to improve academic performance.

Staff who completed the EOY Equity Self Reflection indicated the greatest area of need is ñStudents as co-creators of curriculumò at 57.1% emerging status. Parents indicated the same highest area of need with 37.1%. This seems to indicate that parents and staff feel there is !

Sharing the Plan:

CSI Schools: A ED

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TSI Schools: D

All Schools: E B E

Implementing the Plan

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