**New York State
EDUCATION DEPARTMENT**
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2025-26

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

Collaboratively Developed By:
The Balmville Elementary School SCEP Development Team SCEP Team Members: Dr. Karriem Rahaman Bunce Kristina Collier Robert Conti Jackelyn DeMarco Zoe Fonseca Amanda Greene, Asst. Principal Heather Mills Laura Vega, Parent Coordinator Ryanne Coris, PTA President   ***And in partnership with the staff, students, and families of Balmville Elementary School***

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:
1. **Completed the Five-Part Needs Assessment**, which consists of:
   - Activity 1: Analyze: Data Variation Identification
   - Activity 2: Analyze: Data Variation Share and Explore
   - Activity 3: Analyze: Survey Data
   - Activity 4: Listen: Student Interviews
   - Activity 5: Envision: Reflect and Synthesize

2. **Met with their NYSED/District/BOCES liaison**:
   - Following *Activity 1: Analyze Data Variation Identification*
   - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.

3. **Met with their district** to ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as "Key Strategies," they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's High Impact Teaching Strategies and the resources gathered at Visible Learning, especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The Diagnostic Tool

for School and District Effectiveness (DTSDE) Framework and Phases of Implementation may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another.** In the column to the right of each activity, include **the target date for implementation.** This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created the SCEP Rubric to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

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

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

Other *(required if no State-Supported Evidence-Based Intervention is identified above):* Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Feedback associated with literacy:
All student groups also discussed how writing is an extremely difficult area for them. Students are expressing that they feel they are under pressure while writing, with quizzes and teacher critiques. There is a trend that students do not currently feel as engaged in literacy instruction as they do in math instruction. Our math IPT has had a consistent team for the last three years, and has attended a state-wide conference each year. They have worked together to analyze school data and have worked to provide professional development during the school day to all staff. Our goal is to have the instructional coach and members of the literacy IPT trained in the Hochman Method, so that they can replicate the best practices of the math IPT so that our literacy instruction will become as engaging as math instruction. As a team, we discovered through these interviews that we need to have more explicit writing instruction and focus on modeling these strategies. In order to increase engagement and motivation, based on the students love of math, the literacy team will build up a resource bank of literacy centers and activities in hope of boosting a similar love for literacy.

Feedback associated with math:
Students also expressed that they loved math because they had the opportunity to play fun math games. Overall, most students felt that math was an area that was easier for them. As a team, we discussed how the strategies that we have been focused on have impacted students' views on math and in turn have also helped to increase state math scores, as well as I-ready scores. We have succeeded in giving math a positive vibe in our school. However, it seems that many of our students (and teachers) are relying on memorization of facts and algorithms rather than having a deep understanding of numeracy. We need to build on this positive math atmosphere by emphasizing numeracy-based strategies that are useful for math now AND in the future.

Feedback associated with SEL/Attendance:
When discussing incentivized events such as the "attenDANCE"with students, they report liking the event and wanting to achieve good attendance to be rewarded with it in the future. Attendance buddies were proud of their peers when their attendance improved and said they liked the pizza party reward. When reviewing student interviews, students discussed how they wanted to see more consequences when their peers participated in unsafe activities. They discussed how teachers may talk to the students but they wanted more to be done because they felt that the same students continued the unsafe behaviors. 5th grade students expressed concerns about bullying at recess. This concern was reflected in other grade levels as well with students stating that non-homeroom spaces were more prone to these incidents where they felt unsafe or uncertain how to handle peer interactions. They also said they wanted to continue doing morning meetings throughout the year.

Schools in the ATSI and TSI model only

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

Black and African-American Students - Our Black and African American students, though a subgroup, represent a very diverse population. The Subject Performance Comparison shows that the gap between All Students and Black and African American students is closing. Furthermore, our Black and African American scores fall just short of the Accountability Level cut-off for Level 2 (1 point shy for ELA, 4 points shy for Math). This indicates that the strategies we are using are working for this subgroup as well. However, as a school, we must be vigilant that we continue to use these strategies in an equitable manner.

English Language Learners - The Subject Performance Comparison shows that the gap between All Students and English Language Learners is growing. Our team is looking at the cause of this widening gap. Two areas of concern arise. One, we have had a large influx of ELLs with very minimal knowledge of English. (This may explain the very inconsistent scores for the ELL subgroup.) Currently our school places ELLs in a single classroom per grade level with the hopes of integrating ENL services with core subjects. However, at times this causes an overload of students in one section. Two, there are large blocks of time necessary for required ENL services. Our ELLs may be losing instructional time in core subjects due to pull-outs for ENL services. While ENL services are vital to our ELLs, they must be provided in such a way so as to support rather than interfere with core subjects. Discussions are ongoing regarding how to best place ELLs in classes to maximize learning time.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five 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, specify whether 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 for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Increasing writing for all students K- 5th grade	☐ NEW ☐ EXPAND ☑ REFINE	The end of year writing common assessment scores showed that only 30% of students in grades 1-5 received a proficient score. State test data for ELA constructed responses showed that only 25% of students were proficient in grade 3; 29% were proficient in Grade 4 and only 23 % were proficient in Grade 5. Teacher feedback collected in PLCs by the instructional coach revealed that teachers believe students in all grade levels struggle with understanding basic sentence structure. The Writing Revolution (The Hochman Method) focuses on the idea that effective writing can be taught by breaking down the writing process into manageable components, such as sentence structure, outlining, paragraph development, and compositions. Furthermore, Studies have found that all students taught using the Writing Revolution significantly improve their writing fluency, accuracy, clarity, and reading comprehension skills. This pedagogy recognizes the importance of students' cultural backgrounds and experiences in the learning process. It aims to create

		inclusive learning environments by incorporating students' cultural references, language, and knowledge into curriculum and instruction. Based on student interviews, the majority of students expressed that writing is the least successful part of their day. When asked subsequent questions, the kids noted it was difficult to do, and hard to come up with ideas or write about topics they were not interested in. As a result, it is imperative to provide scaffolds for students in which to lift their cognitive load while writing. As a result, it's imperative for teachers to provide scaffolds for student success. In addition, in honoring student voice, we aim to engage students in hands-on literacy activities, in hopes of replicating the enthusiasm that the students experience during math centers. As a result, the Literacy IPT will focus efforts on building up engaging centers and small group activities that directly support the Science of Reading. In doing so, we plan to collaborate with a Newburgh based Reading Specialist, who has extensive knowledge and experience supporting English Language Learners with a multi-sensory approach.
Strengthen students' use and understanding of math language to support problem-solving, reasoning, and mathematical discourse.	☐ NEW ☐ EXPAND ✅ REFINE	The Math Instructional Practice Team has been working to build numeracy fluency. We are finding that fluency instruction of strategies is inconsistent across grade levels. In order to build consistency, the Math IPT has determined that a systematic presentation of strategies with common language will create a foundation for fluency that all students can carry with them from grade level to grade level. In looking at fluency data from First In Math (FIM), teachers who have focused on fluency strategies show a higher rate of proficiency. Classroom teachers who were part of the Math IPT supported their students with fluency strategies while encouraging practice using FIM. These classes showed higher rates of fact fluency proficiency than other classes. Furthermore, their IReady diagnostic data was also higher. Our AIS teachers report that many students who struggle in math are relying solely on counting strategies and have limited additive or multiplicative reasoning. The inability to think additively or multiplicatively will hinder future math learning.

		To address this shortcoming in our math instruction, the Math IPT will be providing explicit instruction for teachers on building wide fluency strategies that are based on numeracy. These strategies will be presented to students via Problem Strings, a series of teacher-selected problems that guide students to the discovery of certain strategies that can be widely applied. We believe that this will build common language for numeracy across the building and give teachers a specific way in which to present, build, and review those strategies. Students reported enjoying math centers and feeling successful in math. Success in math comes from knowing how math works and how to work with math. These strategies provide crucial foundations to ensure math success today and in the future. **We believe that explicit instruction in numeracy based fluency strategies (via Problem Strings) combined with regular practice (via First In Math) will result in increased computational fluency which will in turn have a positive impact on overall math performance.**

Implementation

How will we do this?

KEY STRATEGY 1	Increase Writing K-5th grade

BEFORE THE 1ˢᵗ DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Create a Impact Cycle calendar for teacher PD	before 9/1
Post for Literacy Impact Team positions (up to 8 teachers - 2 reading AIS, 1 per grade level)	before 9/1
Purchase a copy of the Writing Revolution for each Teacher	before 9/1
SLT & Literacy IPT will participate in training with Core Collaborative to build the framework for PLC so they are uniform, intentional and driven by data	before 9/1
Literacy IPT meetings to develop Success Criteria for writing tasks (5 hrs per teacher)	before 9/1
Summer Training in the Writing Revolution (1 coach and up to 8 teachers)	before 9/1
Invite teachers to join an Optional Book Study on the Writing Revolution	before 9/1
One teacher to attend in the Institute of Multi-Sensory Education Morphology Plus course and turnkey content throughout school year via Literacy IPT	before 9/1
Digital subscription for The Reading League Journal (available to all staff) as a resource for teachers regarding writing instructional supports	before 9/1
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Teachers will be trained by an Instructional Coach and Literacy Instructional Practice Team to provide **explicit instruction of writing** using The Writing Revolution, a research based approach that aligns with our culturally responsive perspective.	Sept. - December
Twice monthly literacy IPT meetings to assess progress and plan PD (16hrs total per teacher)	Sept- June
Deliver PD-Overview of The Writing Revolution in grade bands K-2 & 3-5 and then provide 1:1 Classroom Coaching sessions to support implementation of the Writing Revolution	September/ October
Use PLCs (2x a month) to analyze student writing using the success criteria to determine areas of instruction that need to be strengthened–Evidence, Analysis, Action Steps. Teachers will use this data to plan instruction and differentiate tier 1, 2 and 3 instruction. The Instructional coach will also evaluate what support teachers need in order to provide ongoing PD directly related to implementing The Writing Revolution.	September- May
Instructional Coach attends Impact Cycle Training for coaching	October/ November
The instructional coach will provide opportunities for teachers to build up content for SOR/Writing centers during impact team meetings and will support the implementation of literacy centers during classroom visits with the support of M. Dominguez.	September- May
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Based on feedback from teachers, use PLCs to deliver ongoing PD related to the Writing Revolution based on areas of identified need.	January- May

Provide 1:1 Classroom Coaching sessions to support continued implementation of the Writing Revolution.	January-May
Provide opportunities for inter visitations during Literacy blocks, in order to reflect on best practices and plan opportunities for growth.	January-May
Use Impact cycles (2x a month) to analyze student writing using the success criteria to determine areas of instruction that need to be strengthened–Here's what, So what, Now what? Use the data to differentiate tier 1, 2 and 3 instruction.	January-May
Provide opportunities for inter visitations during Literacy blocks, in order to to reflect on best practices and consider opportunities for growth	Feb-March

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* complete when reviewing data
Early Progress Milestones (implementation/outcome data)	*Instructional coach uses a checklist to confirm & support implementation of the Writing Revolution during walkthroughs *Writing – pre-assessment *BOY writing common task	*100% of teachers are providing direct writing instruction using the The Writing Revolution/Hochman Method. *Analyze the writing pre-assessment to establish a baseline in order to track growth *Teachers analyze and use the writing pre-assessment & BOY common task to plan and drive instruction	

Mid-Year Benchmark(s) (outcome data)	*Teacher feedback survey–reflection *End of Unit Writing Pieces * NY State ELA 2024-2025 constructed response data *MOY Writing Common Task	Teachers are using success criteria to evaluate student writing in order to group students according to need (Tier 1, 2, 3) * During impact teams, teachers collectively analyze student writing to come up with norms for scoring using success criteria *Teachers analyze data to import challenging questions into Datamate or student CBT practice *40% of students receiving a proficient score on End of Unit writing pieces and Common tasks	

End-of-the Year Targets (outcome data)	*EOY Writing Common Task *End of Year Writing Pieces *Teacher feedback survey–reflection *Student survey	* During PLCs, teachers are collectively analyzing student writing to score EOY data writing using success criteria *Teachers are using success criteria to evaluate student writing in order to group students according to need (Tier 1, 2, 3) *50% of students receiving a proficient score on End of Unit writing pieces and Common tasks *Students are able to effectively evaluate their own work and their peers' work using success criteria. *Students feel they have grown as writers because they used the Writing Revolution methods. *Students express that the multi sensory literacy centers helped increase their enjoyment in their literacy block.	

KEY STRATEGY 2	Strengthen students' use and understanding of math language to support problem-solving, reasoning, and mathematical discourse.

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Create an Impact Cycle calendar for teacher PD	before 9/1
Post for Math Instructional Practice Team positions (up to 8 teachers - 2 math AIS, 1 per grade level)	before 9/1
Purchase "Numeracy Problem Strings" for all grade levels (4 copies each per grade level)	before 9/1
Purchase "Problem Strings for Fluency and Beyond" for all grade levels (4 copies each per grade level)	before 9/1
Establish sequence of Fluency Strategies for each Grade Level	before 9/1
Math IPT meetings for planning (5 hrs total per teacher)	before 9/1
Purchase and install floor stickers to promote math fluency from Math and Movement	before 9/1

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Deliver 45 minute overview of Numeracy Strategies for opening day PD.	Opening Day
The Math Instructional Practice Team will engage in Professional Development and support in the **explicit teaching of fluency strategies that build numeracy** that extend beyond the mastery of basic facts through the use of Problem Strings.	Sept.- December
Deliver grade level PD on Problem Strings 1 Impact Cycle per month	September
Provide once per month support for classroom teachers (demo lessons, observation of colleagues, coaching session, etc.) - Sub coverage needed.	Sept.- April
Twice monthly Math IPT meetings to assess progress and plan PD (16 hrs total per teacher)	Sept- April
4 members of Math IPT attend Association of Math Teachers of New York State Annual Conference	November

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Deliver grade level PD on Problem Strings 1 PLC per month	ongoing
Provide once per month support for classroom teachers (demo lessons, observation of colleagues, coaching session, etc.) - Sub coverage needed.	ongoing
Twice monthly Math IPT meetings to assess progress and plan PD	ongoing

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps? complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	* Baseline Data: Just the Facts (First in Math) - differentiated by grade level * BOY iReady Math Diagnostic * Teacher Survey * WalkThrough - Look for Numeracy Strategies Visuals/Anchor Charts (October) * Math Running Record for Grades 2,3,4 Addition and Subtraction Strategies	* We will compare our 24-25 data with BOY 25-26 data for JTF and IReady. * We are looking for minimal summer regression. *We will establish an accurate baseline from which to measure growth.	

Mid-Year Benchmark(s) (outcome data)	* MOY Data: JTF (FIM) - differentiated by grade level * Teacher Survey * Math Running Record for Grades 2,3,4 Addition and Subtraction Strategies	* 70% of students reaching proficient in addition facts according to their grade level * 50% of students reaching proficient in subtraction facts according to their grade level * 50% of 4th & 5th grade students reaching proficient in multiplication facts * 100% of teachers using Problem Strings at least once per week * 100% of teachers displaying Fluency Strategy anchor charts using building common language * 50% of students can explain how they know a math fact to be correct using established fluency strategies.	
End-of-the Year Targets (outcome data)	*EOY Data: JTF (FIM)- differentiated by grade level * EOY IReady Math Diagnostic *Teacher Survey * Math Running Record for Grades 2,3,4 Addition and Subtraction Strategies	* 100% of students reaching proficient in addition facts according to their grade level * 80% of students reaching proficient in subtraction facts according to their grade level * 80% of 4th/5th grade students reaching proficient in multiplication facts * 50% of 5th grade students reaching proficient in division facts * 100% of teachers using Problem Strings at least once per week * 100% of teachers displaying Fluency Strategy anchor charts using building common language * 70% of students can explain how they know a math fact to be correct using established fluency strategies.	

Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	*End of Unit Writing Pieces *MOY Writing Common Task	**Key Strategy 1**	*40% of students receiving a proficient score on End of Unit writing pieces and Common tasks	
	* MOY Data: JTF (FIM) - differentiated by grade level * Math Running Record for Grades 2,3,4 Addition and Subtraction Strategies	**Key Strategy 2**	* 70% of students reaching proficient in addition facts according to their grade level * 50% of students reaching proficient in subtraction facts according to their grade level * 50% of 4th & 5th grade students reaching proficient in multiplication facts	
End-of-the Year Targets	*EOY Writing Pieces *EOY Writing Common Task	**Key Strategy 1**	*50% of students receiving a proficient score on End of Unit writing pieces and Common tasks *Students are able to effectively evaluate their own work and their peers' work using success criteria.	

*EOY Data: JTF (FIM)- differentiated by grade level		* 100% of students reaching proficient in addition facts according to their grade level * 80% of students reaching proficient in subtraction facts according to their grade level * 80% of 4th/5th grade students reaching proficient in multiplication facts * 50% of 5th grade students reaching proficient in division facts	
* EOY IReady Math Diagnostic	**Key Strategy 2**		
* Math Running Record for Grades 2,3,4 Addition and Subtraction Strategies		* 70% of students can explain how they know a math fact to be correct using established fluency strategies.	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	1) Do you think that using Writing Revolution has helped you grow as a writer? 2) Do you enjoy your literacy block? Why or why not?	Strategy 1 & 2		1) 85% of students agree 2) 85% of students agree	

	3) What did you enjoy the most? 4) Do you feel that using math strategies has helped to make math easier for you? 5) What strategy has helped you the most this school year and Why? 6) Do you think using problem strings has improved your math skills?			3) N/A 4) 85% of students agree 5) 50% of students describe math strategy 6) 85% of students agree	
Staff Survey	1) After implementing Writing Revolution this year, can you identify which part of the Writing Revolution brought you the most success? 2) What areas of literacy would you like more support in for the upcoming year? 3) How many times per week do you use Problem Strings? 4) What are you noticing about your students' fluency as you focus on strategies?	Strategy 1 & 2		1) 85% of Staff identify what part of Writing Revolution brought them success 2) N/A 3) 85% of staff stated how many times per week 4) N/A	
Family Survey	1) Have you seen your child improve as a writer? In what ways have you seen your child improve? 2)Has your child shared with you any graded	Strategy 1 & 2		1) 50% of families share example 2) 85% of families agree	

	writing pieces using success criteria? 3) Have you seen your child's math skills improve? 4)Have you noticed that your child has been using a variety of math strategies? 5) Has your child's attitude about math changed? If so, how?			3) 85% of families agree 4) 85% of families agree 5) 85% of families agree	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.

Any strategy selected should 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, specify whether 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 for 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.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Enhance staff capacity and ensure fidelity in the buildingwide use of research-based practices that promote a student sense of belonging and connection as well as an understanding of behavioral expectations and logical consequences.	☐ NEW ✅ EXPAND ☐ REFINE	**Attendance** According to Panorama attendance data we see the following percentages at each grade level: K-67%, 1-73%, 2-74%, 3-66% , 4-57%, 5-79%. NYS Education Department Attendance data shows an overall average of 33% of students being chronically absent. Student sense of belonging/connection and emotional regulation all impact attendance. Last year the Attendance IPT implemented a "Buddy Accountability System" which had been listed on Panorama as an evidence-based approach to improving school attendance. The Buddy Accountability System led to >25% improvement in attendance for more than 12 chronically absent students in grades 3-5 during a targeted six week period during which the strategy was being used. We aim to expand on the success of the Buddy Accountability System and to include second grade as well.

Behavior Expectations

Student surveys conducted in June 2025 indicate that students in grades 4-5 feel frustrated with seeing negative behaviors repeated by their peers, without understanding the logical consequences that are put in place for these behaviors.

To address student voice regarding continued negative behaviors seen in peers, and in alignment with Goldback Standards #3 (which reads as "We will achieve a 90% attendance rate for all students…by implementing improvement strategies and incentives.") and #4 (which reads, "We will focus on engagement defined as strong relationships between students, teachers, families and schools and create strong connections between schools and the broader community; We will create a supportive environment defined by…classrooms that embrace clear and consistent expectations for behaviors and actions to promote positive, pro-social behaviors…") we aim to establish clear behavioral expectations alongside positive character education.

Beginning in January 2025, Ms. Greene organized and led Character assemblies where students were celebrated for demonstrating a specified traits for each month. Student engagement and enthusiasm was strong in each assembly and in each grade level. The School Student Leadership Team (SSLT) voted on the traits being honored at the assemblies. Our plan for 2025-2026 is that our social worker and school psychologist will support Ms. Greene in deepening student understanding and appreciation of the character traits by visiting classrooms to engage in Responsive Classroom workshops with students. These workshops will be aligned with the monthly character traits. Teachers will be encouraged to engage their students in activities that support our character education program as well.

To address students' reporting a lack of understanding the logical consequences, we aim to create a plan of logical consequences, and ensure students, faculty and families understand and are engaged with the plan. This plan will be shared in the parent handbook. When possible, alternatives to suspension will be implemented. Our aim is to keep referrals equal to or less than they were in the 2024-25 school year.

Implementation

(How will we do this?)

KEY STRATEGY 1	Enhance staff capacity and ensure fidelity in the buildingwide use of research-based practices that promote a student sense of belonging and connection as well as an understanding of behavioral expectations and logical consequences.

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Secure Responsive Classroom training for Barone (social worker) and Mahoney (psychologist)and other teachers who haven't received training	6/20
Create and share with faculty an optional survey for teachers who may want to provide names of families who need support.	6/27
Post for SEL Instructional Practice Team positions (2 PPS members, 3 teachers (at least one special teacher))	7/20
Summer meetings with families: Collaborative goal-setting for behavior and/or attendance in the 2025-26 school year with an action plan that incorporates relevant school supports.	8/1-8/29
Create calendar of meetings for SEL IPT	9/1
Select dates/times for BOY grade level Character & Attendance Expectation meetings	9/1
Create grade level Character & Attendance slide decks	9/1
Create Monthly Character Trait document for September-June and schedule of First Friday Award Assemblies	9/1
Create a Character Trait bulletin board or visual display prominent in the building: all nine character traits will be displayed and recipient photos can be displayed.	9/1
Schedule Responsive Classroom follow-up PD for all staff	10/15
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
The SEL Impact Team will support the further implementation of Responsive Classroom with an emphasis on engaging students in setting positive behavior and attendance goals by teaching them self-awareness and self-management skills through interactive lessons and identification of success criteria.	Sept.-December
PD building wide on alternatives to responding to behaviors	Sept-Dec
Character & Attendance Expectation/Behavior & Attendance Success Criteria grade level meetings completed	9/20
Establish incentives for positive attendance (example: award certificates for improved attendance, "AttenDANCEs" by grade level and/or bands etc.)	9/20
SEL IPT will do in-class workshops, teaching behavior strategies, creating shared vocabulary across school and deepening the understanding and appreciation of our monthly character traits.	starting 9/25 (repeating monthly)
Students that need individualized behavioral goals have collaborated with an SEL IPT member to create their goals.	10/24

Continue to utilize the Attendance Buddy program and expand to include grade 2; students engage in attendance benchmark goal-setting (the 6-week stats to evaluate goal will be 10/27 - 12/5).	10/24
SEL IPT will collaborate with the SSLT (School Student Leadership Team) to develop as well as get feedback on the behavioral climate of the school, positive attendance rewards and responsive classroom practices.	10/30 (repeating monthly)
Outreach to families that co-created an action plan over the summer in order to monitor the effectiveness of the plan and readjust goals and/or supports if necessary.	11/1
Include students in the monitoring and self-assessment of progress towards their behavioral and/or attendance goals.	12/1 and monthly
Twice monthly SEL IPT meetings to analyze SEL and attendance data and plan the implementation of Key Strategy 3 (16 hrs per teacher)	2x monthly Sept-June
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Schedule Attendance Buddy meetings to: 1. Guide students in the mathematics of self-monitoring the numerical attendance goal and 2. Share strategies for improving attendance.	12/5
Infuse attendance improvement awards into First Friday character assemblies. Review data with IPT, and identify students to support for the next 6-week period.	12/5
Continue student monitoring and self-assessment of progress towards their behavioral goals and modify these goals as needed (reward achievements as appropriate).	12/5 and monthly thereafter
Continue to work with families that have had action plans; monitor progress and conduct interviews with families for feedback.	1/25/26 and bimonthly thereafter
Modify character awards assemblies and other school events or systems based on student leadership team (SSLT) input and feedback.	2/20/26
Update Attendance Buddy group and pairings; graduate students with 90%+ attendance to buddies, add any new students to the group that need support, facilitate student goal-setting.	3/28/25

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* complete when reviewing data

Early Progress Milestones (implementation/outcome data)	PPS Staff training in Responsive Classroom. Level of teacher and student understanding of Behavioral and Attendance Success Criteria at Balmville: a) What behaviors are expected of me? b)What does "good" attendance look like? Student-created goals for behavior and attendance	Both PPS staff have been trained in the Elementary Core RC practices. By the end of September, 3-5 students can articulate the behavioral and attendance expectations at Balmville. Data shows that students feel safe and a sense of belonging at Balmville school. Students who have been identified as needing interventions in attendance and/or behavior have written personal goals towards improvement.	
Mid-Year Benchmark(s) (outcome data)	Mid-Year attendance data pull Teacher survey questions: 1. I feel that there are systems in place to support student attendance (agree -disagree scale) 2. Student behavioral expectations are clear and consistently enforced (agree -disagree scale) Visual evidence throughout the school building of behavioral and character education. Progress monitoring of individual student attendance and/or behavior goals	90%+ attendance at each grade level. 85%+ of teachers agree that there are systems in place to support student attendance. 85%+ of teachers feel that enforcement of behavioral expectations is consistent. Student-friendly and/or student-created signs, materials, pictures etc. highlighting the Balmville Character Traits and celebrating students who are displaying these characteristics. Students with attendance problems have improved their positive attendance by 15% or more. Students with behavioral goals show no disciplinary referrals and success in the management of their behavior (evidenced by teacher, parent and student verbal reports)	

| End-of-the Year Targets (outcome data) | EOY Attendance data

Qualitative student interview data.

Quantitative | 90%+ attendance at each grade level

Students are familiar with (i.e. can explain/define) the character traits that are valued at Balmville: Empathy, Responsibility, Integrity, Respect, Perseverance, Kindness, Self-Discipline, Creativity and Leadership. | |
|---|---|---|---|

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	1/9/26 pull of I.C. Student Attendance Report

1/9/26 pull of I.C. Student Discipline Report | Key Strategy #3 (see details above) | 90%+ overall student attendance

# of overall referrals is equal to or less than 2024-25 number on the corresponding date | |
| **End-of-the Year Targets** | 6/1/26 pull of I.C. Student Attendance Report

6/1/26 pull of I.C. Student Discipline Report | Key Strategy #3 (see details above) | 90%+ overall student attendance

# of overall referrals is equal to or less than 2024-25 number on the corresponding date | |

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey results are available)*
Student Survey	1) I feel like I belong at this school. *(Strongly Agree – Strongly Disagree)* 2) I understand what behavior is expected of me at school. 3)When I break a rule, the consequences are fair and help me learn from my mistakes.	Key Strategy #3	1) 93% students agree	1) 95%+ of students agree 2) 85% of students agree	
Staff Survey	1) I feel confident using schoolwide behavior expectations and logical consequences in my classroom. 2) I have received adequate training on research-based practices that promote student belonging and connection. 3) Our school promotes a consistent and positive approach to behavior expectations.			1) 100% of staff agree 2) 85% of staff agree 3) 85% of staff agree	

	4) I observe students showing understanding of behavioral expectations. 5) Staff across the building use a shared approach when addressing student behavior. 6) I believe our school culture fosters student emotional well-being and a sense of connection.				
Family Survey	1) I am aware of the school's behavior expectations and how they are communicated to students. 2) The school handles behavior issues in a fair and respectful way. 3) The school supports my child's social and emotional development. 4) There is open communication between the school and my family about behavior expectations and student support.			1) 85% of families agree 2) 85% of families agree 3) 95%+ of families agree	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA)and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice**, **providing opportunities to practice democracy**, and **promoting civic engagement**.

The available options are described in more detail in the guidebooks available on the NYSED Civic Empowerment Projects website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

 Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Students Reimagining School
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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" 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. Activity 1: Analyze: Data Variation Identification
2. Activity 2: Analyze: Data Variation Share and Explore
3. Activity 3: Analyze: Survey Data
4. Activity 4: Listen: Student Interviews
5. Activity 5: Envision: Reflect and Synthesize
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	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Dr. Karriem Rahaman Bunce	Principal		5/28,5/30,	6/3, 6/4	6/11	5/21 ,5/28	6/10	6/10, 6/11, 6/16
Ms. Amanda Greene	Assistant Principal						6/10	6/10, 6/11, 6/16, 6/17
Ms. Kristina Evans-Collier	Instructional Coach		5/28, 5/30	6/4	6/11	5/21, 5/28	6/10	6/10, 6/11, 6/16, 6/17, 6/18
Mr. Robert Conti	AIS Math Teacher		5/28, 5/29, 5/30	6/3, 6/4	6/11	5/21, 5/28	6/10	6/10, 6/11, 6/16, 6/17, 6/18
Ms. Jackelyn Demarco	3rd Grade Teacher		5/28, 5/30	6/3, 6/4	6/11	5/21, 5/28	6/10	6/10, 6/11, 6/16, 6/17, 6/18

Ms. Zoe Fonseca	2nd Grade Teacher		5/28, 5/30	6/3. 6/4		5/21, 5/28	6/10	6/10, 6/11, 6/16, 6/17, 6/18
Ms. Heather Mills	AIS Math Teacher		5/29, 5/30	6/4	6/11	5/21, 5/28	6/10	6/10, 6/11, 6/16, 6/17, 6/18
Ms. Mary Jo Rauscher	Typist		5/30				6/10	6/18
Ryanne Coris	PTA President						6/10	6/10, 6/11, 6/17

Next Steps

Sharing the Plan

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, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP Rubric and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan.
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan using 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. Once your plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan. Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure 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.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

School Improvement Grant Expenditure Plan
2025-26

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

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an evidence-based intervention. To assist with this, the Department has identified 16 State-Supported Evidence-Based Interventions, that if implemented in accordance to the parameters provided, fulfill this criteria.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes	9. Incoming Student Induction Programs and Summer Bridge Programs
2. Community Schools	10. Instructional Coaching
3. Elementary School Looping	11. Middle School Flexible Scheduling
4. Establish an Early Warning Intervention and Monitoring System	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
5. Evidence-Based Instructional Methods	13. Ongoing Job-Embedded Professional Development
6. Expanding access to high-quality Out-of-School-Time programs	14. Principal Leadership Development
7. High-Quality Instructional Materials	15. Professional Learning Communities
8. High-Quality Tutoring	16. Restorative Practices

In the Column labeled "Evidence-Based Intervention Category" enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter "Other."

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the "Full Cost" column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1	Increasing writing for all students K- 5th grade

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Summer 2026 virtual training in the Writing Revolution/Hochman Method	5, 15	40	$9,200
Virtual Training for Instructional Coach-The Impact Cycle-Jim Knight	10, 15	40	$595
The Reading League Journal - Digital subscription for all staff	15	45	$250
The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades By Natalie Wexler and Judith C. Hochman	5, 15	45	$630
CFE Kick-Off Event September 9, 2025 and other CFE events	10	46	$2,500
Personalized 13-inch iPad Pro Wi-Fi 2TB with standard glass - Space Black	5,15	20	$5,554
Personalized 11-inch iPad Pro Wi-Fi 512GB with standard glass - Space Black	5,15	20	$5,328

Apple Pencil Pro	5,15	20	$645
Magic Keyboard for iPad Pro	5,15	20	$1,495
Apple Care+	5,15	20	$745
Principal Stipend	5,15	15	$7,500
Assistant Principal	5,15	15	$765
Teachers-School Leadership Team (Sept-June)	5,15	15	$7,680
Teachers-School Leadership Team (July-August)	5,15	15	$2,760
Literacy Impact Team (sept-June)	5,15	15	$5,760
Literacy Impact Team (July-Aug)	5,15	15	$2,070

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	**$53,477**

INSTRUCTIONAL KEY STRATEGY 2	Strengthen students' use and understanding of math language to support problem-solving, reasoning, and mathematical discourse.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
4 members of Math IPT attend Association of Math Teachers of New York State annual Conference	5	40	$3,560
Journey Leader - This is Math Instructional Leader online support and training membership for the Math Instructional Coach directly supports the implementation of Key Strategy #2	10	40	$1,020
Books - "Numeracy Problem Strings" - books focused on each grade K-5 By Pam Harris	15	45	$1,200
Books - "Problem Strings for Fluency and Beyond" - books focused on each grade K-5 By Cathy Fasnot	15	45	$1,200
Math & Movement Stickers for floors for Hallways	5	45	$5,891
Association of Math Teachers of New York State annual Conference (mileage)	5,15	46	$400
CFE Kick-Off Event September 9, 2025 and other CFE events	10	46	$2,500
Principal Stipend	5,15	15	
Assistant Principal	5,15	15	
Teachers-School Leadership Team (Sept-June)	5,15	15	

Teachers-School Leadership Team (July-August)	5,15	15	
Math Impact Team (Sept-June)	5,15	15	$5,760
Math Impact Team (July-Aug)	5,15	15	$2,070

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$23,601

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Enhance staff capacity and ensure fidelity in the buildingwide use of research-based practices that promote a student sense of belonging and connection as well as an understanding of behavioral expectations and logical consequences.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Responsive Classroom Training for SEL Team members Megan Mahoney and Victoria Barone	12	40	$1,770
Responsive Classroom follow-up PD "Responding to Misbehavior"	12	40	$15,572
Train fare Responsive Classroom Training	12	46	$340
Principal Stipend	12	15	
Assistant Principal	12	15	
Teachers-School Leadership Team (Sept-June)	12	15	
Teachers-School Leadership Team (July-August)	12	15	
Attendance Impact Team (Sept-June)	12	15	$3,840
Attendance Impact Team (July-August)	12	15	$1,380
Attendance Team Oversight	12	15	$1,700
Socio-Emotional Impact Team (Sept-June)	12	15	$2,880
Socio-Emotional Impact Team (July-Aug)	12	15	$1,035
Student School Leadership Team Advisor (Sept-June)	12	15	$960
Student School Leadership Team Advisor (July-Aug)	12	15	$345

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	$29,822

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Principal Stipend	Plan Monitoring	15	
Assistant Principal	Plan Monitoring	15	
Teachers-School Leadership Team (Sept-June)	Plan Monitoring	15	
Teachers-School Leadership Team (July-August)	Plan Monitoring	15	
Attendance Impact Team (Sept-June)	Plan Monitoring	15	
Attendance Impact Team (July-August)	Plan Monitoring	15	
Attendance Team Oversight	Plan Monitoring	15	
Math Impact Team (Sept-June)	Plan Monitoring	15	
Math Impact Team (July-Aug)	Plan Monitoring	15	
Literacy Impact Team (sept-June)	Plan Monitoring	15	
Literacy Impact Team (July-Aug)	Plan Monitoring	15	
Socio-Emotional Impact Team (Sept-June)	Plan Monitoring	15	
Socio-Emotional Impact Team (July-Aug)	Plan Monitoring	15	
Student School Leadership Team Advisor (Sept-June)	Plan Monitoring	15	
Student School Leadership Team Advisor (July-Aug)	Plan Monitoring	15	
SLT Member CSEA (Sept-June)	Plan Monitoring	16	$1400
SLT Member CSEA (July-Aug)	Plan Monitoring	16	$350

TOTAL AMOUNT FOR PLAN MONITORING	$1,750

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Principal Stipend	Plan Development	15	
Assistant Principal	Plan Development	15	
Teachers-School Leadership Team (Sept-June)	Plan Development	15	
Teachers-School Leadership Team (July-August)	Plan Development	15	
Attendance Impact Team (Sept-June)	Plan Development	15	
Attendance Impact Team (July-August)	Plan Development	15	

Attendance Team Oversight	Plan Development	**15**	
Math Impact Team (Sept-June)	Plan Development	**15**	
Math Impact Team (July-Aug)	Plan Development	**15**	
Literacy Impact Team (sept-June)	Plan Development	**15**	
Literacy Impact Team (July-Aug)	Plan Development	**15**	
Socio-Emotional Impact Team (Sept-June)	Plan Development	**15**	
Socio-Emotional Impact Team (July-Aug)	Plan Development	**15**	
Student School Leadership Team Advisor (Sept-June)	Plan Development	**15**	
Student School Leadership Team Advisor (July-Aug)	Plan Development	**15**	
SLT Member CSEA (Sept-June)	Plan Development	**16**	
SLT Member CSEA (July-Aug)	Plan Development	**16**	

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	