New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2025-26

District	School Name	Grades Served
Hyde Park Central School District	Ralph R. Smith Elementary School	K-5

Collaboratively Developed By:
The Ralph R. Smith School SCEP Development Team **Rita Benson** **Felipa Biamonte** **Jessica Cole** **Matthew Darling** **Briana Hargrove** **Kimberly Lorenz** **Lauren Lyons** **Joanna Murphy** **Danielle Pitcher** **Katherine Pitcher** **Amie Semancik** **Stacey Semke** **Alysa Taffe** *And in partnership with the staff, students, and families of Ralph R. Smith 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 share 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	
Expanding access to high-quality Out-of-School-Time programs	x
High-Quality Instructional Materials	x
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	x
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
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

The student interview process provided powerful insights into the lived experiences and priorities of our students at Ralph R. Smith Elementary. Recurring themes that emerged included the importance of feeling safe, being respected, and engaging in hands-on and engaging learning. Several students emphasized how experiences like Field Day, Safety Patrol, and interactive classroom games made them feel valued and excited to learn.

Students also raised concerns about drama, bullying—particularly on the bus or playground—and their academic anxiety around subjects that they don't feel successful in. These responses confirmed the need for a dual focus in our 2025–26 plan: deepening our implementation of engaging, evidence-based literacy instruction and reinforcing schoolwide systems for belonging and behavioral support.

As a result of this feedback, we strengthened our Key Strategies to include expanding our PBIS framework, growing our enrichment programs, and continuing to align our literacy work with the Science of Reading research. The Meaningful Work job system and expanded SEL instruction directly respond to student desires for responsibility, recognition, and emotional safety.

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.

The Ralph R. Smith SCEP team used multiple data sources to guide strategy selection for the 2025–26 plan. These included academic diagnostics, perceptual surveys, attendance data, and instructional audits. Together, this data confirmed the need to target improved outcomes for our identified subgroup, students with disabilities.

In the area of literacy, we are implementing and expanding programs vetted through EdReports and aligned with Science of Reading (SOR) research. These include a new core literacy program supported by district adoption and the expanded use of UFLI for Tier 1 and Tier 2 phonics instruction. These tools are explicitly structured, and designed to meet the diverse needs of learners, including those in ICT and special class settings. The integration of high-quality intervention systems further ensures that our Tier 2 and Tier 3 support models will be better equipped to close achievement gaps.

To support implementation fidelity and build staff capacity, teachers are participating in evidence-based professional learning, including a literacy microcredential through SUNY New Paltz, alongside ongoing embedded coaching. These efforts aim to improve instruction and raise achievement for our most vulnerable subgroups, including students with disabilities, only 2% of whom met ELA proficiency on the most recent state assessment.

Beyond academics, the team also examined annual perceptual survey results and chronic absenteeism data, which revealed challenges around school connectedness and motivation. These insights informed our decision to expand PBIS efforts from the 2025-2026 school year, adding clearer behavioral referrals, and reinforcement systems, under a school-wide MTSS framework. Students will also participate in "Meaningful Work" roles and before-school programs, which are proven strategies for boosting student engagement, ownership, and attendance.

Together, these strategies form a coherent, evidence-aligned plan to support subgroup success by addressing both instructional quality and student belonging; two drivers of academic achievement and school engagement.

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 TO 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.*
High Quality Instructional Materials	☐ NEW X EXPAND ☐ REFINE	Our most recent MAP Growth and MAP Reading Fluency (MRF) assessments show students performing in the 36th percentile nationally. In 2023, only 2% of students with disabilities achieved ELA proficiency. Previously, the absence of a cohesive district-wide curriculum presented an opportunity to strengthen consistency and alignment in instructional delivery. In response, the district is adopting a new structured literacy program aligned with Science of Reading research. This strategy ensures equitable, consistent Tier 1 instruction for all students, including those in co-taught and special class settings. We are investing in professional learning, and ongoing embedded coaching for effective implementation.
Expanding Access to High Quality Out-of-School Time Programs	X NEW ☐ EXPAND ☐ REFINE	In the 2025 student interviews, and annual perceptual surveys, students and families described extracurricular activities as sources of joy and motivation. They also expressed a desire for opportunities tied to their interests. Given the correlation between engagement and academic

		proficiency, we are expanding out-of-school offerings.

Implementation

How will we do this?

KEY STRATEGY 1	High Quality Instructional Materials

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?
Purchase and distribute materials for general education and special education teachers	August 2025
Deliver summer training for staff on new literacy materials	August 2025
Develop a professional development calendar that includes embedded coaching	August 2025
Complete curriculum writing and resource development during the summer	August 2025
Distribute one-pager outlining sample literacy block, instructional expectations, and access to supplemental resources	August 2025
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?
Collaborate with District Office to develop Literacy Coaching schedule, to prioritize support in integrated co-taught and 12:1:1 classroom settings	September 2025
Share core curriculum program resources and information with families at Meet the Staff Night	September 2025
Provide ongoing training and support to all instructional staff	September–December 2025
Dedicate faculty meeting time to collaboratively review implementation and address challenges	Ongoing
Host vertical sharing sessions (half-day or embedded in collaboration blocks)	October– November 2025
Utilize structured collaboration time for planning and reflection	Ongoing
Review sample literacy block schedule to discuss challenges at faculty meetings	September-December 2025
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?
Analyze student performance data to adjust instruction	January–June 2026
Continue PD and coaching support based on staff feedback	January–June 2026
Provide time for intervisitation among teachers.	January-June 2026
Continue to communicate curriculum resources and instructional updates to families	January–June 2026
Review full-year implementation progress with staff	April–June 2026
Facilitate vertical sharing to reflect and problem-solve across grade levels	April–June 2026

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)	-Embedded Program assessments -Professional Development and Superintendent's Conference Day Agendas - Block Schedule	- Teachers will have access to high-quality, on-going, implementation training for our literacy curriculum. -Administration will review, in conjunction with grade level teams, the literacy block schedule and how it is structured.	
Mid-Year Benchmark(s) (outcome data)	-MAPs Growth & MRF MOY Data -Needs assessment survey for teachers	-On the MOY MAPs Growth Assessment, students will grow from an average of 36th percentile, to 40th percentile in reading. -On the MOY MAPs Growth Assessment, Students with Disabilities will grow from an average of 15th percentile to 20th percentile. -The TSI Committee will review needs assessment survey results from staff, to inform and adjust Spring planning.	

End-of-the Year Targets (outcome data)	-MAPs Growth & MRF -Needs assessment survey for staff (June Faculty Meeting)	On the EOY MAPs Growth Assessment, students will grow from an average of 40th percentile, to 45th percentile in reading. -On the EOY MAPs Growth Assessment, Students with Disabilities will grow from an average of 13th percentile to 20th percentile. - 100% of staff complete end-of-year implementation survey with 80%+ indicating satisfaction and confidence	

KEY STRATEGY 2	Expanding Access to High Quality Out-of-School-Time programs

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?
Develop a consistent schedule of program offerings	August 2025
Confirm staffing and finalize program logistics, supervision responsibilities, and academic expectations	August 2025
Design student sign-up process and prioritize students with academic or attendance needs	August 2025
Communicate availability of program to families (letter/email, website, social media)	August 2025

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?
Provide brief training and expectations for participating staff	October 2025
Launch before-school program	November 2025
Monitor attendance and participation weekly	Ongoing
Adjust programming, or scheduling based on early feedback from students and staff	November 2025
Administer short pulse surveys (students and staff) to assess engagement and satisfaction	November-December 2025
Collaborate with classroom teachers to align academic supports with student needs	Ongoing

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?
Use mid-year data (attendance, academic progress) to prioritize additional students for participation	January 2026
Monitor attendance and participation weekly	Ongoing
Conduct family feedback survey to inform future planning	March 2026
Recognize staff and student participants with a spring celebration or showcase	April 2026
Begin planning for program sustainability and staffing for 2026–27	May–June 2026
Collect year-end student participation data and anecdotal impact stories	June 2026

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)	-Student registration, program schedule, logistics, and staffing	At least 30 students enrolled by the end of September with representation from priority groups (e.g., students with attendance or academic needs) Program schedule, locations, and staffing in place Roster students to establish our ability to utilize a pre-assessment	
Mid-Year Benchmark(s) (outcome data)	Attendance records MOY MAPs Growth diagnostic results	Above 95% daily attendance within the program Students enrolled in the program show above average growth compared to their peers (on MAPs)	
End-of-the Year Targets (outcome data)	EOY MAPs Growth diagnostic assessment Student & staff survey results	Percentage of projected growth met will be 90+% 85+% of students and staff strongly agree that the program positively impacted confidence and academic proficiency	

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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)	MAPs Growth Data (MOY)	High Quality Instructional Materials Expanding access to high-quality Out-of-School-Time programs	-On the MOY MAPs Growth Assessment, students will grow from an average of 36th percentile, to 40th percentile in reading. -On the MOY MAPs Growth Assessment, Students with Disabilities will grow from an average of 15th percentile to 20th percentile.	
End-of-the Year Targets	MAPs Growth Data (EOY)	High Quality Instructional Materials Expanding access to high-quality Out-of-School-Time programs	On the EOY MAPs Growth Assessment, students will grow from an average of 40th percentile, to 45th percentile in reading. -On the EOY MAPs Growth Assessment, Students with Disabilities will grow from an average of 13th percentile to 20th percentile.	

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	I am challenged by the work my teacher asks me to do	High Quality Instructional Materials	3.5/5.0	4.0/5.0	
Staff Survey	My administrators support me in my work with students	High Quality Instructional Materials	4.25/5.0	4.4 /5.0	
Family Survey	The school meets the academic needs of students	High Quality Instructional Materials Expanding access to high quality Out-of-School-Time programs	4.1 / 5.0	4.25/5.0	

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.**

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 TO 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.*
Multi-Tiered System of Supports – Integrated (MTSS-I)	☐ NEW X EXPAND ☐ REFINE	Student interview data from our needs assessment revealed concerns about peer relationships, particularly during unstructured times like recess, lunch, and the bus.Students consistently expressed a desire for increased respect, fewer conflicts, and less drama. In addition, survey responses revealed that students value adult support and want school to be a place where they feel connected and respected. They offered their own ideas for fostering a better climate, including assemblies on kindness, expanded reward systems for positive behavior, and fair consequences for negative actions. These insights validate our continued focus on a Multi-Tiered System of Supports (MTSS) that emphasizes preventive measures, student leadership (e.g., Meaningful Work), and additional use of data related to SEL skills.

Implementation

(How will we do this?)

KEY STRATEGY 1	Multi-Tiered System of Supports – Integrated (MTSS-I)

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?
PBIS Coach stipends are created and identified	August 2025
Meaningful Work Coordinator identified	August 2025
Gather and organize 4th grade behavioral, attendance, and academic data to share with Meaningful Work Coordinator	August 2025
Review list of Meaningful work jobs and application process	August 2025
Schedule time for 5th graders to share insight into jobs with current 4th graders	June 2025
Register team for National PBIS Forum in October, 2025	July 2025
Schedule monthly PBIS assemblies and team meetings	August 2025
Establish digital referral system through Infinite Campus; to allow for simpler input and tracking	August 2025
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?
Execute Kick off events for PBIS assemblies	September 2025
Distribute applications and select students based off of interviews	September-October 2025
Utilize monthly PBIS meetings to review data points and collection systems	Ongoing
Expand training for cafeteria monitors to include data review at monthly meetings	September 2025
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?
Distribute student perceptual survey for the purpose of comparing results to previous years	January 2026
Review annual parent perceptual survey	January 2026
Continue to Celebrate and recognize student successes	Ongoing
Use the HPCSD Data for Continuous Improvement process to review and make adjustments based on perceptual survey results	February 2025
Consistently progress, based on established data points, at our monthly faculty meetings and weekly Newsletter	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)	Referral system on Infinite Campus	Staff have the ability to submit a referral digitally, which will streamline our ability to collect and monitor data trends. PBIS Coaches established, with monthly meetings scheduled and overarching topics selected.	
Mid-Year Benchmark(s) (outcome data)	-Suspension data -Attendance data -Hoot Loot cards distributed -Participation and involvement in school-wide jobs	-Decrease in the number of suspensions between September and December 2025. -Chronic absenteeism rate of less than 16%. -10% increase in the number of Hoot Loot cards distributed. -40+% of 5th graders involved in an extracurricular job or activity offered at RRS.	
End-of-the Year Targets (outcome data)	-Suspension data -Attendance data -Hoot Loot cards distributed -Participation and involvement in school-wide jobs	-Decrease in the number of suspensions for the 2025-2026 school year. -Chronic absenteeism rate of less than 17%. -10% increase in the number of Hoot Loot cards distributed for the year. -Students who were involved in a job or extracurricular activity demonstrate higher attendance rates and fewer behavioral infractions.	

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)	-Suspension data -Attendance data -Hoot Loot cards distributed -Participation and involvement in school-wide jobs	Multi-tiered system of supports	-Decrease in the number of suspensions between September and December 2025. -Chronic absenteeism rate of less than 16%. -10% increase in the number of Hoot Loot cards distributed. -40+% of 5th graders involved in an extracurricular job or activity offered at RRS.	

		Multi-tiered system of supports	-Decrease in the number of suspensions for the 2025-2026 school year.	
End-of-the Year Targets	Suspension data -Attendance data -Hoot Loot cards distributed -Participation and involvement in school-wide jobs		-Chronic absenteeism rate of less than 17%. -10% increase in the number of Hoot Loot cards distributed for the year. -Students who were involved in a job or extracurricular activity demonstrate higher attendance rates and fewer behavioral infractions.	

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	I belong	Multi-tiered system of supports	3.8/5	4.2/5	
Staff Survey	I believe this school provides an atmosphere where every child can succeed	Multi-tiered system of supports	3.9/5	4.1/5	

Family Survey	Students show respect for other students	Multi-tiered system of supports	3.8/5	4.1/5	

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	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
		10/30/24	1/31/25	1/31/25	3/28/25	5/9/25	5/14/25
Rita Benson	Teaching Assistant	x	x	x	x	x	x
Felipa Biamonte	Teaching Assistant	x	x	x	x	x	x
Jessica Cole	Special Ed. Teacher	x	x	x	x	x	x
Matthew Darling	Principal	x	x	x	x	x	x
Briana Hargrove	Special Ed. Teacher	x	x	x	x	x	x

Kimberly Lorenz	General Education Teacher	x	x	x		x	x
Lauren Lyons	Parent	x	x	x	x	x	x
Joanna Murphy	Director of Special Education	x	x	x	x	x	x
Danielle Pitcher	Parent	x	x	x	x	x	x
Katherine Pitcher	Special Class Reading Teacher		x	x	x	x	x
Amie Semancik	Special Ed. Teacher	x	x	x	x	x	x
Stacey Semke	General Education Teacher		x	x		x	x
Alysa Taffe	General Education Teacher		x	x	x	x	x

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
Hyde Park Central School District	Ralph R. Smith 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	High Quality Instructional Materials

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Embedded Coaching through HMH (3 days)	7	**40**	$12,600
Substitute coverage for providing trainings	7	**15**	$3,900
Substitute coverage for intervisitation	7	**15**	$3,900
Waggle Platform	7 & 6	**45**	$8,000
Waggle 2 hour training	7 & 6	**40**	$800

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$29,200

INSTRUCTIONAL KEY STRATEGY 2	Expanding access to high quality Out-of-school-time programs

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher pay for program	6	**15**	$12,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$12,000

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	MTSS-I

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Meaningful Work Coordinator Stipend	12	15	$2,618
PBIS Materials	12	45	$5,512
PBIS National Forum Conference - Registration (6 attendees)	12	40	$2,460
PBIS National Forum - Travel Cost	12	46	$12,540
Substitute Teachers to cover for conference	12	15	$1,170
Substitute Administrator to cover for PBIS conference	12	15	$2,400

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	$26,700

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Plan Monitoring (2025-2026 SY) - TSI committee professional salaries (10 teachers x 4 one hour meetings x $64/hour) - For the purposes of developing the 2026-2027 SCEP plan.	Plan Monitoring	15	$2,560
Plan Monitoring (2025-2026 SY) - TSI committee professional salaries (2 teaching assistants x 4 one hour meetings x $35/hour) - For the purposes of developing the 2026-2027 SCEP plan.	Plan Monitoring	16	$280

TOTAL AMOUNT FOR PLAN MONITORING	$2,840

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Plan Development (2026-2027 SY) - TSI committee professional salaries (10 teachers x 6 one hour meetings x $64/hour) - For the purposes of developing the 2026-2027 SCEP plan.	Plan Development	15	$3,840
Plan Development (2026-2027 SY) - TSI committee professional salaries (2 teaching assistant x 6 one hour meetings x $35/hour) - For the purposes of developing the 2026-2027 SCEP plan.	Plan Development	16	$420

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	$4,260