



School Comprehensive Education Plan 2025-26

| District | School Name | Grades Served |
|---------------------------|-----------------------------------|---------------|
| <i>Central Islip UFSD</i> | <i>Cordello Avenue Elementary</i> | K-6 |

Collaboratively Developed By:

The Cordello Avenue School SCEP Development Team

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And in partnership with the staff, students, and families of Cordello Avenue 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 | X |
| 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 | |
| Middle School Flexible Scheduling | |
| Multi-Tiered System of Supports – Integrated (MTSS-I) | X |
| Ongoing Job-Embedded Professional Development | X |
| 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

After analyzing our self-reflections, it was noted that though great strides have been made in the area of curriculum and instruction, we need to continue this work especially in the area of having students as co-designers of curriculum.

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 strategies mentioned lend themselves to small group instruction while also offering students opportunities beyond the traditional school day. These initiatives are inclusive of all student populations and incentivize attending school.

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. |
|---------------------------------------|--|--|
| Analyze data to inform instruction | NEW EXPAND <u>REFINE</u> | <i>Analyzing data to inform instruction continues to be a key strategy for positive impact on our students. By analyzing data, especially progress monitoring data, we can best serve the students and ensure MTSS implementation.</i> -Progress monitoring data -Professional development opportunities |
| Student Engagement | NEW EXPAND <u>REFINE</u> | -As part of the ongoing job-embedded professional development, we will focus on student engagement. To refine this key strategy, we will select a few student engagement strategies to implement. |
| MTSS/Small Groups | NEW EXPAND <u>REFINE</u> | Emphasis will be placed on the principles of -Small Group Reading with the Science of Reading -Writing Conferences to support student writing performance -Guided Math -Refining/realigning the work in the Multiple Tiers of Support (MTSS) Framework to best support Cordello |
| <i>Supplemental Learning Programs</i> | NEW EXPAND <u>REFINE</u> | Provide ELA and math academic support to students |

Implementation

How will we do this?

| KEY STRATEGY 1 | | Analyze data to inform instruction |
|--|--|--|
| BEFORE THE 1 st 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? |
| Analyze the data from the previous year | | When will this be in place? |
| | | July – Aug 2025 |
| Set data goals for the current school year | | July – Aug 2025 |
| Create common planning time in the schedule for grade levels to meet to discuss the data | | July – Aug 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? |
| Continue to provide progress monitoring professional development opportunities | | When will this be in place? |
| | | Sept-Dec 2025 |
| Provide progress monitoring tools to assess student learning with support to teachers on how to utilize the tool | | Sept-Dec 2025 |
| Grade level meetings that work on analyzing progress monitoring data and use it to guide instruction | | Sept-Dec 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? |
| Grade level meetings that work on analyzing progress monitoring data and use it to guide instruction | | When will this be in place? |
| | | Jan-June 2026 |
| Review mid-year data for ELA and math and adjust goals accordingly | | Jan-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. <i>What are our next steps?</i> complete when reviewing data |
|---|---|--|---|
| Early Progress Milestones (implementation/outcome data) | Happy Numbers, Star360, Into Reading Benchmark Levels | Student Progress in ELA and math | |

Instructional Key Strategies for Improvement

| | | | |
|--|---|---|--|
| Mid-Year Benchmark(s) (outcome data) | Happy Numbers, Star360, Into Reading Benchmark Levels | Mid-Year Benchmark in ELA and math | |
| End-of-the Year Targets (outcome data) | Happy Numbers, Star360, Into Reading Benchmark Levels | End-of-the-Year Benchmark in ELA and math | |

| KEY STRATEGY 2 | | <i>Student Engagement</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? |
| Review the previous year's plan as it pertains to student engagement | | When will this be in place? |
| | | July – Aug 2025 |
| Provide staff common planning time so they can collaborate and discuss student engagement | | July – Aug 2025 |
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| FIRST HALF OF THE YEAR IMPLEMENTATION | | When will this be in place? |
| What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | | |
| Professional development series developed on specific student engagement strategies to be implemented in instruction | | October-December 2025 |
| Try strategies and then share out through ongoing professional development their success with student engagement strategies | | October-December 2025 |
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| SECOND HALF OF THE YEAR IMPLEMENTATION | | When will this be in place? |
| What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | | |
| Continue to select key strategies from professional books to build student engagement | | January-June 2026 |
| Try strategies and then share out through ongoing professional development their success with student engagement strategies | | January-June 2026 |
| Implementation of engagement strategies is evident through walkthroughs | | January-June 2026 |
| | | |

Instructional Key Strategies for Improvement

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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. <i>What are our next steps? complete when reviewing data</i> |
|---|---------------------------------|--|---|
| Early Progress Milestones (implementation/outcome data) | Student Participation | Students engaged in classroom discussions | |
| Mid-Year Benchmark(s) (outcome data) | Student Participation | Students engaged in activities | |
| End-of-the Year Targets (outcome data) | Student Participation | Students engaged with technology in the classrooms | |

| KEY STRATEGY 3 | MTSS/Small Groups |
|--|-------------------------|
| 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? | |
| Review our previous goals for incorporating small group activities within lessons | Aug 2025 |
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| 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? | |
| Provide professional development to the staff | September-December 2025 |
| Refining the work in the different tiers, to clearly identify the interventions and/or accommodations at each level. | September-December 2025 |
| Vertical alignment and articulation of intervention strategies across grade bands, K/1 st , 1 st /2 nd , etc. | January 2025 |
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| 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? | |
| Small group focused on specific topics such as Science of Reading in Guided Reading, Writing Conferences, and Guided Math | Jan - June 2026 |
| Providing PD opportunities focused on interventions, using resources like the Pre-Referral Intervention Manual (PRIM) | Jan - 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. <i>What are our next steps? complete when reviewing data</i> |
|---|--|--|---|
| Early Progress Milestones (implementation/outcome data) | Star360, CODE, Read 180, IntoReading Benchmark | Student progress in ELA and math | |
| Mid-Year Benchmark(s) (outcome data) | Star360, CODE, Read 180, IntoReading Benchmark | Student progress in ELA and math | |
| End-of-the Year Targets (outcome data) | Star360, CODE, Read 180, IntoReading Benchmark | Student progress in ELA and math | |

KEY STRATEGY 4**Supplemental Learning Program**

| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION | | When will this be in place? |
|--|--|-----------------------------|
| What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | | |
| Review the data from the previous year | | July – Aug 2025 |
| Discuss strengths and weakness of the supplemental learning programs | | July – Aug 2025 |
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| | | |
| FIRST HALF OF THE YEAR IMPLEMENTATION | | When will this be in place? |
| What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | | |
| Identify students who should attend the Supplemental Learning Programs | | September-December 2025 |
| Promote the Supplemental Learning Program to increase student participation | | September-December 2025 |
| Provide pre-assessment for baseline data | | September-December 2025 |
| SECOND HALF OF THE YEAR IMPLEMENTATION | | When will this be in place? |
| What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | | |
| Provide support in ELA, Math, and SEL | | Jan - June 2026 |
| Provide post assessment to track student growth | | Jan - June 2026 |
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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. <i>What are our next steps?</i> complete when reviewing data |
|---|---------------------------------|---|---|
| Early Progress Milestones (implementation/outcome data) | Student Attendance | Student attending the program and making progress in ELA and math | |
| Mid-Year Benchmark(s) (outcome data) | Student Attendance | Student attending the program and making progress in ELA and math | |
| End-of-the Year Targets (outcome data) | Student Attendance | Student attending the program and making progress in ELA and math | |

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 | "My teachers expect me to do my best all the time." | <ul style="list-style-type: none"> Student Engagement MTSS/Small Groups | 84% of students agreed on the Student Survey | 95% of students agree or strongly agree | |
| Staff Survey | Teachers at this school feel that it is a part of their job to prepare students to succeed in college. | <ul style="list-style-type: none"> Analyze Data to Inform Instruction | 95% of staff agreed or strongly agreed | 96% of staff agree or strongly agree | |
| Family Survey | "This school encourages me to be an active partner in educating my child." | <ul style="list-style-type: none"> Supplemental Learning Programs | 91% of parents agreed or strongly agreed | 95% of parents agree or strongly 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. <i>Consider both data trends observed and student interview responses.</i> <i>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.</i> |
|---|--|--|
| Social Emotional Learning Directly Connected to the CASEL Framework | <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> <u>REFINE</u> | -Bimonthly focus on the core 5 ideas of the CASEL Framework -Selecting books based on the core 5 ideas in the CASEL Framework -Providing teachers with resources to align to the CASEL Framework |
| | <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | |

Implementation

(How will we do this?)

| KEY STRATEGY 1 | | Social Emotional Learning Directly Connected to the CASEL Framework | |
|--|--|--|-----------------------------|
| 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? |
| Review and refine Cordello's Positive Behavior Plan | | | July-Aug 2025 |
| Select books to align with the CASEL Framework core 5 | | | July-Aug 2025 |
| Create instructional resources for teachers to utilize to support instruction with the CASEL Framework | | | July-Aug 2025 |
| Create a teacher/student mentoring (buddy) plan | | | July-Aug 2025 |
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| 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? |
| Social/Emotional Theme-based Spirit Weeks such as Kindness Week and Positivity Week | | | Sept – Dec 2025 |
| In-school individual counseling, small group counseling, and Peer Mediation when needed | | | Sept – Dec 2025 |
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| 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? |
| Assemblies to promote social emotional well-being will be provided to the entire school | | | Jan – June 2026 |
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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. <i>What are our next steps? complete when reviewing data</i> |
|---|--|--|---|
| Early Progress Milestones (implementation/outcome data) | <ul style="list-style-type: none"> Staff reflection surveys (pre/mid/post) on home/school connection Student attendance/lateness | <ul style="list-style-type: none"> Increased student attendance and a decrease in student lateness as compared to the 24/25 school year | |

Non-Instructional Key Strategies for Improvement

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|--|--|--|--|
| Mid-Year Benchmark(s) (outcome data) | <ul style="list-style-type: none"> • Staff reflection surveys (pre/mid/post) on home/school connection • Student attendance/lateness | <ul style="list-style-type: none"> • Positive self-perception in the area of developing a strong home/school connection with an increase in practice over the course of the 25/26 school year | |
| End-of-the Year Targets (outcome data) | <ul style="list-style-type: none"> • Staff reflection surveys (pre/mid/post) on home/school connection • Student attendance/lateness | <ul style="list-style-type: none"> • The SLT is looking for growth in this area. | |

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) | | | | |
| End-of-the Year Targets | | | | |

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 regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities." | Social Emotional Learning Directly Connected to the CASEL Framework | -73% of students agreed or strongly agreed on the 2024 Survey -we met our % goal | 80 % of students agree or strongly agree | |
| Staff Survey | "This school provides the materials, resources, and training necessary for me to support students' social or emotional needs." | Social Emotional Learning Directly Connected to the CASEL Framework | 90% of staff agreed or strongly agreed on the 2024 Survey -We selected a different question this year | 70% of teachers agree or strongly agree | |
| Family Survey | "This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others)." | Social Emotional Learning Directly Connected to the CASEL Framework | 87% of parents agreed or strongly agreed on the 2024 Survey | 90% of parents agreed or strongly agreed | |

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 |
|----------------------------|----------------------------------|---|---|--|----------------------|----------------------------|----------------------------------|---------------------------|
| <i>Example: Mary James</i> | <i>ELL Teacher</i> | <i>3/4</i> | <i>3/12</i> | <i>5/20</i> | <i>5/28</i> | <i>5/28</i> | <i>5/28</i> | <i>5/2 5/9 5/16</i> |
| Dr. Nathaniel Marner | Principal | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Yenifer Mercado | Assistant Principal | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Elieen Swike | Classroom teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Yanick Frederic | ENL Teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Dr. Mary Schwarz | School Psychologist | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Michelle Corcione | AIS Reading Teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Tammy Walsh | Library Media Specialist | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Christine Powell | AIS Reading Teacher/Building Rep | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |

Our Team's Process

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|---------------------|--|-------|------|------|------|------|------|------|
| Alan Zukofsky | Classroom Teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Hilda Orama | Bilingual Resource Room Teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Cherryl Sorrentino | Bilingual Classroom Teacher | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Jessica Iafrate | Assist Superintendent for Curriculum and Instruction | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
| Christina Guastella | Grants and Funded Programs Administrator | 11/12 | 2/11 | 5/20 | 5/20 | 5/28 | 5/28 | 5/28 |
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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.



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

| District | School Name | Grades Served |
|----------|-------------|---------------|
| | | |

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 | | | |
|--|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |

| INSTRUCTIONAL KEY STRATEGY 2 | | | |
|--|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |

| INSTRUCTIONAL KEY STRATEGY 3 | | | |
|------------------------------|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |

SIG Expenditure Plan

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |

| Instructional Key Strategy 4 | | | |
|--|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |

| INSTRUCTIONAL KEY STRATEGY 5 | | | |
|--|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |

Non-Instructional Key Strategy Implementation

| NON-INSTRUCTIONAL KEY STRATEGY 1 | | | |
|---|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY | | | |

| NON-INSTRUCTIONAL KEY STRATEGY 2 | | | |
|----------------------------------|--------------------------------------|-------------|-----------|
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
| | | | |
| | | | |

SIG Expenditure Plan

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY | | | |

Plan Monitoring Expenses

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---|--------------------------------------|-------------|-----------|
| | Plan Monitoring | | |
| | Plan Monitoring | | |
| | Plan Monitoring | | |
| | Plan Monitoring | | |
| | Plan Monitoring | | |
| TOTAL AMOUNT FOR PLAN MONITORING | | | |

2026-27 Plan Development Expenses

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|--|--------------------------------------|-------------|-----------|
| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |
| TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT | | | |