



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Brentwood UFSD	Hemlock Park Elementary	K-5

Collaboratively Developed By:

The Hemlock Park SCEP Development Team
Christopher Dalley, Ed.D. --Principal
Farrah Padró---Assistant Principal
Eileen Imhoff—Math Consultant
Mia Vogt—Reading Specialist
Karen Batinsey—General Education Teacher
Douglas Borsuk—General Education Teacher
Victoria Lawrence—Special Education Teacher
Roberta Kelly--Special Education Teacher
Heather Melo-- Special Education Teacher
Cindy Hessel—Bilingual Teacher

And in partnership with the staff, students, and families of Hemlock Park.

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](#)

Guidance for Teams

[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

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	X
High-Quality Tutoring	X
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

- Include a few bullets that connect the results from the student interviews to the strategies identified.
- **Student Understanding of Progress:** Although assessment use is high among teachers (100%) and parents receive progress updates (83.3%), students show limited awareness of how their progress is tracked—highlighting the need for student-friendly self-monitoring tools.
- **Safety and Risk-Taking:** Students generally feel safe (88.2%), but lower parent agreement on risk-taking (79.2%) and student feedback suggest room to strengthen emotionally secure learning environments.
- **Family Engagement Disconnect:** While parents and teachers value family involvement, only 55.9% of students feel their families work closely with the school, and just 44.6% say they receive help at home—revealing a gap in perceived support.
- **Communication Gaps:** Teachers and parents report regular communication, but fewer students (73.8%) recognize it—pointing to a need for greater student awareness of home-school connections.

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.

- As the strategies deal with ways to build highly effective tier one instruction for all students, these strategies will also support the subgroup for which we are identified.
- John Hattie's research identifies collective teacher efficacy, self-reported grades, and teacher estimates of achievement as having the highest effect sizes on student learning. Collective teacher efficacy, with an effect size of 1.57, refers to the collective belief of teachers in their ability to positively impact students, according to Visible Learning. Self-reported grades and teacher estimates of achievement both demonstrate high effect sizes, further highlighting the significance of student and teacher perceptions in shaping learning outcome – TEACHER CLARITY
 - Modeling
 - Collaborative Learning
 - Inquiry Based Learning
 - Differentiated Instruction
 - Scaffolding
 - Metacognition
 - Technology Integration
 - Active Learning
 - Project Based Learning
 - Problem Based Learning
 - Game Based Learning

Learning as a Team

- **Visual Learning**

<https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/>

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. <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>
Expand teacher clarity by supporting standards aligned, student-facing goal setting, explicit teaching, feedback, and intentional practice. This includes: <ul style="list-style-type: none"> • Goal Setting and Success Criteria (standards alignment) • Structured Lessons • Explicit Teaching/Worked Examples • Feedback – against the success criteria Release to practice – collaboration/independent through vertical and cohesive alignment in grade level standards. progress monitoring tools	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers (100%) and parents (83.3%) report strong use of assessments, but students shared they don't know how their progress is tracked. Only 68.2% of parents said students self-monitor their learning. This strategy empowers students to monitor their own learning.

Implementation

How will we do this?

KEY STRATEGY 1	Expand teacher clarity by supporting standards aligned, student-facing goal setting, explicit teaching, feedback, and intentional practice.
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?	

Instructional Key Strategies for Improvement

Establish a comprehensive Professional Learning Schedule of meetings with Teacher Clarity topics for clarification and practice grade level common planning, faculty meetings, and PD Hours	August 15, 2025
Update the Instructional Expectations Document - Look Fors that details for faculty the Teacher Clarity expectations (leaver)	August 15, 2025
Update a Teacher Clarity Presentation for clarification that details for faculty the Teacher Clarity expectations	August 15, 2025
PD Evaluation / Ticket Out the Door: Feedback model to be used to monitor professional learning effectiveness	August 15, 2025
Learning Walk schedule and model to monitor the effectiveness of ongoing professional learning on Teacher Clarity	August 15, 2025
Schedule for Release time PD with consultants including dates and topics	August 15, 2025
grade level common planning	When will this be in place?
Use Team Planning Periods to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule.	September 2025 and ongoing
Use Professional Development time to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule.	September 2025 and ongoing
Use release time to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule with Faculty.	September 2025 and ongoing
Meet with Instructional Leadership consultant following the Comprehensive Professional Learning Schedule	September 2025 and ongoing
Monitor effectiveness of professional learning through learning walks and data capture to adjust professional learning as necessary and provide impactful feedback.	September 2025 and 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 Team Planning Periods to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule.	February 2026 and ongoing
Use Professional Development time to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule.	February 2026 and ongoing
Use release time to support the development of Teacher Clarity following the Comprehensive Professional Learning Schedule with Faculty.	February 2026 and ongoing
Meet with Instructional Leadership consultant following the Comprehensive Professional Learning Schedule	February 2026 and ongoing
Monitor effectiveness of professional learning through learning walks and data capture to adjust professional learning as necessary and provide impactful feedback.	

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>

Instructional Key Strategies for Improvement

<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Schedules, documents and deliverables</p>	<p>Comprehensive Schedule of meetings with topics:</p> <p>Awareness of Elements of Teacher Clarity:</p> <ul style="list-style-type: none"> • Goal Setting and Success Criteria (standards alignment) • Structured Lessons • Explicit Teaching/Worked Examples • Feedback – against the success criteria • Release to practice – collaboration/independent <p>Instructional Expectations Document - Look Fors</p> <p>Teacher Clarity Presentation for Clarification</p> <p>PD Evaluation / Ticket Out the Door: Feedback model</p> <p>Learning Walk Data measuring awareness of teacher clarity elements</p>	
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Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Meeting Agendas Meeting attendance Learning Walk data</p>	<p>Scheduled professional learning supporting teacher clarity addressing the initial elements:</p> <ul style="list-style-type: none"> • Goal Setting and Success Criteria (standards alignment) • Feedback – against the success criteria <p>Teachers targeted for professional learning received the learning</p> <p>Professional learning impacted teacher practice</p> <p>Learning Walk Data measuring evidence of initial teacher clarity elements</p>	
<p>End-of-the Year Targets (outcome data)</p>	<p>Meeting Agendas Meeting attendance Learning Walk data</p>	<p>Scheduled professional learning supporting teacher clarity addressing the continuing elements:</p> <ul style="list-style-type: none"> • Structured Lessons • Explicit Teaching/Worked Examples • Release to practice – collaboration/independent <p>Teachers targeted for professional learning received the learning</p> <p>Professional learning impacted teacher practice</p> <p>Learning Walk Data measuring evidence of continued teacher clarity elements and student monitoring of own learning</p>	

Instructional Key Strategies for Improvement

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	ELA and Math I-ready benchmark data	Expand teacher clarity by supporting standards aligned, student-facing goal setting, explicit teaching, feedback, and intentional practice.	Increased ELA and math proficiency, by 10% in the i-ready results for proficiency (on or above grade level) from the September benchmark to January To be completed following Sept '25 baseline assessment READING K ___ % to ___ % 1 st ___ % to ___ % 2 nd ___ % to ___ % 3 rd ___ % to ___ % 4 th ___ % to ___ % 5 th ___ % to ___ % MATH K ___ % to ___ % 1 st ___ % to ___ % 2 nd ___ % to ___ % 3 rd ___ % to ___ % 4 th ___ % to ___ % 5 th ___ % to ___ %	

Instructional Key Strategies for Improvement

<p>End-of-the Year Targets</p>	<p>ELA and Math I-ready benchmark data</p>	<p>Expand teacher clarity by supporting standards aligned, student-facing goal setting, explicit teaching, feedback, and intentional practice.</p>	<p>Increased ELA and math proficiency, by 20% in the i-ready results for proficiency (on or above grade level) from the September benchmark to June</p> <p>To be completed following Sept '25 baseline assessment</p> <p>READING K __ % to __ % 1st __ % to __ % 2nd __ % to __ % 3rd __ % to __ % 4th __ % to __ % 5th __ % to __ %</p> <p>MATH K __ % to __ % 1st __ % to __ % 2nd __ % to __ % 3rd __ % to __ % 4th __ % to __ % 5th __ % to __ %</p> <p>An increase in our proficiency rates (Levels 3 or 4) on the ELA, Math, and Science assessments.</p> <p>ELA 3rd __ % to __ % 4th __ % to __ % 5th __ % to __ %</p> <p>Math 3rd __ % to __ % 4th __ % to __ % 5th __ % to __ %</p>	
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Spring Survey Targets

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

Instructional Key Strategies for Improvement

	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	#20: My teachers explain things clearly when I make mistakes in class or on a test.	Key Strategy #1	90.8 % Strongly Agree		
Staff Survey	#45: Students in the school have strategies to track their own learning.	Key Strategy #1	93.1% Strongly Agree		
Family Survey	#30: My children are required to self-monitor their progress and keep track of their own learning.	Key Strategy #1	68.2% Strongly Agree		

Commented [ar1]: Pull this from your survey analysis notes

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. <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>
Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> X REFINE	<ul style="list-style-type: none"> • A building focus on this strategy aligns with our District’s focus on Graduation Plus (Success Pathways, Meaningful and Relevant Instruction and ASSESSMENT, Growth Culture, and EMPOWERED Stakeholders). • Student interview data provided us with a focus on the social and emotional needs of our students. (Question #1, #2, #4, #5) • While most students feel safe (88.2%), there's a gap between teachers (96.6%) and parents (79.2%) regarding students' comfort in taking risks. We will refine current SEL programs by adding intentional opportunities for reflection, risk-taking, and feedback to boost student voice and agency through PBIS CICO (Check-In Check-Out) and SAIG (Social Academic Instructional Groups).

Implementation

(How will we do this?)

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 1	Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.	
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?		
Design and schedule Incoming Kindergarten Orientation informing incoming Kindergarten parents of the importance of daily attendance to maximize student potential.	June 2025	
Empowered stakeholders (SCEP Team members, teachers, attendance teacher, and attendance secretary) will ensure that summer mailing letters regarding attendance are mailed to ALL families and notification on Parent Square.	June 2025/August 2025	
Design, schedule, and perform summer mailing regarding attendance to all families. Provide notifications on Parent Square as well. (summer mailing: all parents, back to school, potential chronic absenteeism)	June 2025/August 2025	
Schedule team to meetings 1-2x a month Attendance Team	August 2025	
Develop schedule for PBIS Team meetings 2x monthly.	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?		
Distribute formal letters to all parents in December regarding potential chronic absentee/March parent teacher conferences and chronic absentees.	December 2025/ March 2026	
Meet with PBIS team for analysis of student management data. Revise discipline referrals system.	Monthly	
Continue PBIS (faculty, staff, and students) and explicitly teach each element within the Behavior Discipline Flow Chart, CICO, and SAIG.	September 2025-ongoing	
Student Recognition of perfect monthly attendance <ul style="list-style-type: none"> ○ Track and post student attendance by grade outside The Leader’s Dining Hall ○ Acknowledge Best Class Attendance with building display & public announcement ○ Student recognition at 100% attendance 	Monthly	
As part of MTTs process plan for pilot tier two support of families of students struggling with school engagement. <ul style="list-style-type: none"> ● Identification of students in need of support ● Clarification of focused support area and goal of support ● Development of best-practice interventions for both school and family ● Engagement of faculty and family in the interventions ● Monitoring success and progress 	Each Marking Period	
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?		
Distribute formal letters to all parents in March regarding potential chronic absentee, parent teacher conferences and chronic absentees.	March 2026	
Continue PBIS (faculty, staff, and students) and explicitly teach each element within the Behavior Discipline Flow Chart, CICO, and SAIG.	Ongoing	
Continuing use of revised Office Discipline Referral form, capturing student management data and allowing data review by PBIS team for informed decision making.	Monthly	

Non-Instructional Key Strategies for Improvement

PBIS Survey Data to Support Teacher Implementation & Suggested Areas of Improvement/Support Needed	Mid-Year/End of Year
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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)	Documents, schedules, and deliverables	Meeting teams Meeting schedules Summer mailing and letters	
Mid-Year Benchmark(s) (outcome data)	Documents, schedules, and deliverables	Meeting notes and agendas Meeting attendance Student recognition lists Student attendance interventions Attendance family support plan	
End-of-the Year Targets (outcome data)	Documents, schedules, and deliverables	Meeting notes and agendas Meeting attendance PBIS progress update Student recognition lists PBIS acknowledgement system Student attendance interventions Attendance family support plan	

Non-Instructional Key Strategies for Improvement

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Attendance data Student management data	Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.	Increase in attendance rate From January 2025 93.8% to January 2026 94.5% Decrease in chronically absent students From January 2025 60 students to January 2026 54 students Decrease in office discipline referrals Establish baseline in September 2025 and establish a corresponding decrease in ORDs	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets	Attendance data	Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.	Increase in attendance rate From Year 2024-2025 92.95% to Year 2025-2026 93.5%	
	Student management data		Decrease in chronically absent students From Year 2024-2025 118 students to Year 2025-2026 102 students	
			Decrease in office discipline referrals Establish baseline in September 2025 and establish a corresponding year-long decrease in ORDs	

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	102: I feel comfortable and safe in my classroom.	Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.	88.2%	93%	

Non-Instructional Key Strategies for Improvement

<p>Staff Survey</p>	<p>102: We cultivate a school and classroom environment of affirmation and acceptance.</p>	<p>Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.</p>	<p>92.9%</p>	<p>96%</p>	
<p>Family Survey</p>	<p>102: Our school has a classroom in an environment of affirmation and acceptance.</p>	<p>Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity.</p>	<p>95.8%</p>	<p>98%</p>	

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

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>	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	6/23
Andrew Rudd	Ed Elements							6/23
Christopher Dalley	Bldg. Admin	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	6/23
Farah Padro	Bldg. Admin	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	6/23
Cindy Hessel	Bilingual Teacher	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	
Roberta Kelly	Special Education Teach	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	
Mia Vogt	Reading Specialist	4/21	4/28	5/5		5/29	6/4, 6/9	
Eileen Imhoff	Math Consultant	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	
Karen Batinsey	General Education Teacher	4/21	4/28	5/5	5/14	5/29	6/4	
Heather Melo	Special Education Teacher					5/29	6/4	

Commented [ar2]: Fill in this chart from your attendance information

Our Team's Process

Douglas Borsuk	General Education Teacher	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	
Victoria Lawrence	Special Education Teacher	4/21	4/28	5/5	5/14	5/29	6/4, 6/9	
Vincent Leone	Direct. Programs & Policy	4/21						
Vincent Todisco	Direct. Funded Programs	4/21						
Ann Palmer	Asst. Superintendent	4/21						

Next Steps

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.

SIG Expenditure Plan



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Brentwood UFSD	Hemlock Park Elementary	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.

SIG Expenditure 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		Expand teacher clarity by supporting standards aligned, student-facing goal setting, explicit teaching, feedback, and intentional practice.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Collins Educational Associates: Bill Atwood	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	Code 40	\$50,000.00
Qualified/Approved PD Vendors for Special Education	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	Code 40	\$50,000.00
Independent Contract: Andrew Rudd	Instructional Coaching	Code 40	\$25,000.00
Plan Implementation (25-26) Hemlock Park Elementary School High Dosage Tutoring	High-Quality Tutoring	Code 15	\$16,000.00
Informative Family Engagement Events Related to Academics and SEL.	High-Quality Instructional Materials	Code 40 Code 45	\$5,000.00
Related Services Family Engagement Event	High-Quality Instructional Materials	Code 40 Code 45	\$5,000.00
Qualified/Approved PD Vendors for Primary K-2:	Evidence-Based Instruction Implementation (identify	Code 40	\$45,000.00

SIG Expenditure Plan

Implementation of Reading Groups/Writing	corresponding DTSDE Framework Indicator)		
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$196,000.00

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
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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	
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Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Refine our culture of attendance where every student is encouraged to practice and build social emotional skills building emotional safety and capacity for risk-taking.		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Plan Implementation (25-26) Hemlock Park Elementary School: Teachers building a culture of awareness to improve student attendance outside of contractual hours	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$2,500.00
Focus Group Materials fostering student voice related to interests, concerns, and suggestions to improve their school experience	Increased Learning Time	Code 45	\$2,500.00
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$5,000.00

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

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Plan Monitoring 2025-26 (Teachers)	Plan Monitoring	Code 15	\$1,500
SCEP Plan Monitoring 2025-26 (Administrator Stipend)	Plan Monitoring	Code 15	\$1,000

SIG Expenditure Plan

	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
TOTAL AMOUNT FOR PLAN MONITORING			\$2,500

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Plan Monitoring 2026-27 (Teachers)	Plan Development	Code 15	\$1,500
SCEP Plan Monitoring 2026-27 (Administrator Stipend)	Plan Development	Code 15	\$1,000
	Plan Development		
	Plan Development		
	Plan Development		
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$2,500