



# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
WFSD	William Floyd School District	K-5

**Collaboratively Developed By:**  
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*And in partnership with the staff, students, and families of William Floyd Learning Center*

## 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
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	X
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	

**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 team's analysis of student responses during the interview process indicates that targeted interventions focusing on professional development for teachers for effective test-taking strategies, anxiety reduction techniques, and rigorous lesson preparation are likely to enhance the performance of our students on the NYS assessments. By addressing these critical areas, the school aims not only to improve academic outcomes but also to foster a more positive attitude towards testing among its students.

#### 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.**

## 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.

<p>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>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.</p> <p><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></p>
<p><b>Effective Test-Taking Strategies</b> (Grades 3-5) including to build stamina through ongoing job embedded professional development and learning communities.</p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE                 </p>	<p>The needs assessment indicates a significant disparity between student achievement on NYS Assessments and NWEA assessments, which are shorter standardized tests that can be taken over multiple days. Additionally, there is a noticeable gap in students' performance on classroom tasks and ongoing formative assessments administered by teachers, compared to the results of New York State assessments. Data analysis reveals that students struggle when faced with assessments containing more than ten short answer and/or multiple-choice questions. We have also observed instances of student outbursts, and many students tend to disengage during extended assessments.</p> <p>Students have also expressed concerns about their lack of stamina for longer evaluations. A common trend observed in the NWEA data is the occurrence of test disruptions due to rapid guessing as the passages get longer in the upper grades. In response to a recent survey, students articulated their frustration, indicating that they frequently give up when confronted with lengthy reading passages. We are able to pause the NWEA and give it over time, which in turn increases the students score. We do not have that option on the NYS Assessments, leading to lower test scores due to students lack of test taking stamina.</p>

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<p>Continue to build expertise in the Science of Reading through implementation of ESSA Tier 1 evidence- based methods using <b>explicit phonics instruction</b> and materials (95% Group Curriculum Implementation (Grades K-2), ongoing embedded professional development around the remaining pillars of literacy, and professional learning communities.</p>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>In alignment with last year's initiative aimed at ensuring that at least 80% of students attain grade-level reading proficiency by the end of second grade, we acknowledge the necessity for further action. Our needs assessment has indicated that, although our staff has actively engaged with the Science of Reading, it is essential to equip our educators with a research-based phonics program that adheres to a well-defined scope and sequence. While our students are progressing in their reading skills, the implementation of a phonics program that includes enhanced data collection and progress monitoring will serve as a more effective strategy to advance their reading development. It is our belief that with using the 95% Curriculum with the proper training from experts within the program, our students will show even more growth. We did not receive the proper training last year and still made growth.</p>
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**Implementation**

How will we do this?

<p><b>KEY STRATEGY 1</b></p>	<p><b>Effective Test-Taking Strategies (Grades 3-5)</b> including to build stamina through ongoing job embedded professional development and learning communities.</p>	
	<p><b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? <span style="float: right;">When will this be in place?</span></p>	
<p>We will conduct research to identify outside coaches/professional developers capable of collaborating with our staff to provide essential skills and support in effectively preparing our students for the New York State Test Assessments. We intend to implement various coaching methodologies, including push-in modeling, professional development meetings, and comprehensive data analysis. This approach will involve in-depth examinations of assessments to identify learning gaps and trends that may contribute to student disengagement and a deficiency in academic stamina during testing.</p>		<p>End of Aug</p>
<p>We will develop a monthly professional development schedule in which coaches will review and analyze classroom data to work with and enhance teachers' effective implementation of the test taking strategies.</p>		<p>End of Aug</p>
<p><b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? <span style="float: right;">When will this be in place?</span></p>		
<p>We will provide all educators responsible for administering tests in the designated grades with coaching from external specialists. This initiative aims to enhance their understanding of the New York State Assessments and to emphasize the importance, and offer strategies of improving student responses. These strategies are intended to be fluid for teachers based on the data analysis of student responses. Coaches will also assist teachers in creating DataMate assessments in grades 3, 4 and 5.</p>		<p>End of Sep</p>
<p>Under the guidance of the outside consultant/professional developer, we will form a team of educators to collaborate on developing online practice assessments using Data-Mate. The focus will be on creating sample tests and quizzes that closely mimic the format of the actual NYS Assessment. The team will also gradually increase the number of assessment questions</p>		<p>End of Oct</p>

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as the year progresses. This initiative will take place outside of regular school hours, either before or after school, to ensure minimal disruption to our ongoing curriculum. Teachers will then administer weekly data-mate assessments to the students that will closely resemble the New York State Assessments, gradually increasing the number of questions over time. The assessments for students in the 4th and 5th grades will initially consist of 10 questions, 3 <sup>rd</sup> grade tests will consist of 8 questions. Subsequently, we will analyze the data to identify areas where students may experience challenges. Based on this analysis, our objective is to progressively augment the number of test questions as the academic year progresses.	
We will meet monthly with 3rd, 4th, and 5th grade teachers to create targeted instruction and support that address identified learning gaps analyzed from our data meetings.	End of Oct
As a team, we will develop differentiation strategies by offering training and follow up support to help teachers meet the diverse needs of their students.	End of Oct
Grade-level meetings will occur once a month to provide teachers with opportunities to share best practices, discuss student progress, and collaborate on interventions.	End of Oct
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
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?
Teachers will administer bi weekly data-mate assessments that exactly replicate the New York State Assessments. We will continue to analyze the data to identify areas where students may experience challenges. Based on this analysis, our objective is to progressively augment the number of test questions as the academic year progresses, as students simultaneously maintain their positive academic outcomes on the tests.	End of Jan
We will inform parents about the interventions we are implementing and provide them with resources to support their children at home by sending home strategies and conducting parent workshops in school.	End of Jan
Grade-level meetings will occur twice a month to provide teachers with opportunities to share best practices, discuss student progress, and collaborate on interventions.	End of Jan
Teachers will continue to collaborate with administrators and outside coaches/professional developers to create lesson plans tailored to the needs of our diverse learners in terms of test-taking strategies	End of Jan

**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)	DataMate assessment tool: biweekly practice test data.  Teacher Survey	Students will take assessments that start with 8 to 10 questions each, aiming for 70% of questions being answered correctly.  100% of teachers are feeling confident with student progression and implementation of testing and student progress.	

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Mid-Year Benchmark(s) (outcome data)	DataMate assessment tool: biweekly practice test data.	As students face progressively longer assessments, their academic stamina increases over time, with an increase from 10 questions to 15 questions, with 70% of questions being answered correctly.	
End-of-the Year Targets (outcome data)	DataMate assessment tool: biweekly practice test data.	The number of questions in student assessments will directly correlate to the NYS State Assessments questions in grades 3, 4 and 5, with the goal of 70% of questions being answered correctly.	

<b>KEY STRATEGY 2</b>	Continue to build expertise in the Science of Reading through implementation of ESSA Tier 1 evidence- based methods using <b>Explicit phonics instruction</b> and materials (95% Group Curriculum Implementation (Grades K-2), ongoing embedded professional development around the remaining pillars of literacy, and professional learning communities.	
	<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	
	Contact the 95% Group team to discuss our next steps for implementing the phonics program, as well as hiring an external professional to coach the staff on the program's implementation.	When will this be in place? End of Aug.
	Once coaches are in place, we will establish a coaching schedule for in-classroom push-in modeling of the 95% Reading Program.	End of Aug.
	Purchase new phonics materials recommended by 95% Group	End of Aug.
	As a team, we will assess teachers' readiness. They should receive training in instructional strategies and assessment tools. Therefore, the team will organize all phonics materials and set up a new decodable library, etc.	End of Aug.
	<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
	Implementing the Phonics Program: On the first day of school, the administrators will ensure consistent implementation of the phonics program. This includes providing teachers with the necessary resources, group and individualized <del>and</del> support through staff meetings, coaching and monitoring for growth and additional needs for support.	When will this be in place? First Day of School
	We will convene a staff meeting to instruct and plan with the teaching staff to initiate the student baseline assessment by the 3 <sup>rd</sup> week of school. This assessment will enable us to gather essential data for our analysis.	End of Sept.
	Create and share our data plan: it is vital to implement a data-driven instructional framework. This includes setting clear goals, regularly assessing student progress, and collaborating with teachers and outside instructional coaches to track data and adjust instruction as needed.	End of Oct.
SL and AP will collaborate with outside professionals to set a schedule to coach our staff in classroom instruction, team lesson planning, program modeling, and group meetings.	End of Sept.	

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Give our first staff survey to gauge the pros and cons of the program and identify areas needing more support.	End of Dec.
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
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?
We will continue collaborating with outside professionals to coach our staff in classroom instruction, team lesson planning, program modeling, and group meetings.	End of Dec.
Give another staff surveys to gauge the pros and cons of the program and identify areas needing more support.	End of Feb.
Analyze baseline and mid-year data to identify any existing gaps or trends. Additionally, determine strategies to effectively manage and address these gaps in order to enhance student outcomes by the end of the academic year.	Jan 30 <sup>th</sup>
We will convene a staff meeting to instruct the teaching staff to initiate the students second assessment by January 20 <sup>th</sup> . This assessment will enable us to gather essential data for our analysis.	End of Dec.

**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)	TBD once 95% coach trains staff on performance indicators based on program  Teacher feedback regarding the coaching specialist of 95% group	TBD by coach program  Feedback form or survey to get pros and cons/wonderings/next steps of what is needed for teachers.	
Mid-Year Benchmark(s) (outcome data)	TBD once 95% coach trains staff on performance indicators based on program	TBD by coach program	
End-of-the Year Targets (outcome data)	TBD once 95% coach trains staff on performance indicators based on program	TBD by coach program	

## 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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<p>Winter NWEA</p> <p>Data Mate mid-term assessment.</p>	<p>ESSA Tier 1 evidence-based methods – explicit phonics instruction</p> <p>Effective Test-Taking Strategies (Grades 3-5)</p>	<p>70% of students in each class at least halfway to their projected end of year RIT score.</p> <p>70% of students in grades 3-5 will be able to take a Data-Mate “mid-term” assessment with 70% of questions being answered correctly.</p>	
End-of-the Year Targets	<p>Spring NWEA</p> <p>Data Mate final that exactly mimics the NYS assessment</p> <p>Final MAP Fluency benchmark</p>	<p>ESSA Tier 1 evidence-based methods – explicit phonics instruction</p> <p>Effective Test-Taking Strategies (Grades 3-5)</p> <p>Explicit phonics instruction – 95% program</p>	<p>70% of students in each class at or exceeding their end of year projected RIT score.</p> <p>70% of students in grades 3-5 will be able to take a Data-Mate “final” assessment with 70% of questions being answered correctly.</p> <p>80% of K-2 at or above grade level</p>	

### Spring Survey Targets

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

## Civic Empowerment Project

	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 find taking tests very challenging and want to give up."	Effective Test-Taking Strategies (Grades 3-5) through ongoing job embedded professional development and learning communities.	88%	Under 15% on all	
	"When faced with challenging tests, I often give up and resort to guessing."		79%		
	"I feel anxiety when I am being tested."		90%		
Staff Survey	I feel confident in my ability to prepare my students for the NYS Assessments.	Effective Test-Taking Strategies (Grades 3-5) through ongoing job embedded professional development and learning communities.	66%	100%	
Family Survey	I feel confident that my child is prepared for the NYS Assessments.	Effective Test-Taking Strategies (Grades 3-5) through ongoing job embedded professional development and learning communities.	60%	100%	

## 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

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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](mailto: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
Gary Bretton	Principal		5/7	5/12	5/16	5/16	5/20	5/27, 5/28 & 5/30
Lisa Tantarri	Assistant Principal		5/7	5/12	5/16	5/16	5/20	5/27, 5/28 & 5/30
Skandal Delince	School Psychologist		5/7	5/12	5/16	5/16	5/20	
Taylor Gonzalez	Teacher		5/7	5/12	5/16	5/16	5/20	
Zachary Fisher (helped revise plan)	Teacher							
Kelly Lotterhos	Parent		5/7	5/12			5/20	
Jodi-Ann Pantry	Parent		5/7	5/12	5/16	5/16	5/20	

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

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**

<b>INSTRUCTIONAL KEY STRATEGY 1</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			

<b>INSTRUCTIONAL KEY STRATEGY 2</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			

<b>INSTRUCTIONAL KEY STRATEGY 3</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

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<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			

<b>INSTRUCTIONAL KEY STRATEGY 4</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			

<b>INSTRUCTIONAL KEY STRATEGY 5</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			

**Non-Instructional Key Strategy Implementation**

<b>NON-INSTRUCTIONAL KEY STRATEGY 1</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY</b>			

<b>NON-INSTRUCTIONAL KEY STRATEGY 2</b>			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

<b>TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY</b>			

**Plan Monitoring Expenses**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
<b>TOTAL AMOUNT FOR PLAN MONITORING</b>			

**2026-27 Plan Development Expenses**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
<b>TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT</b>			