New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2025-26

District	School Name	Grades Served
Mount Vernon City School District	Mount Vernon High School	9-12

Collaboratively Developed By:
The Mount Vernon High School SCEP Development Team
Dr. Pauline Pearce
Ms. Erica Naughton
Ms. Tiffany Izzo
Dr. Kelvin Roopchand
Ms. Alexandra Sherlock
Ms. Sonia Flannory
Ms. Anna Seward
Ms. Lylia Anderson
Ms. Nikita Peniston
Ms. Tracey Anderson-Grant
Ms. Kera Edwards
Desirae McCalla
And in partnership with the staff, students, and families of Mount Vernon High School.

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
    - Activity 1: Analyze: Data Variation Identification
    - Activity 2: Analyze: Data Variation Share and Explore
    - Activity 3: Analyze: Survey Data
    - Activity 4: Listen: Student Interviews
    - Activity 5: Envision: Reflect and Synthesize
2. **Met with their NYSED/District/BOCES liaison**:
    - Following *Activity 1: Analyze Data Variation Identification*
    - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions.

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	X
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)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	X

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

The student interview process played a pivotal role in shaping the School Comprehensive Education Plan by providing authentic, unfiltered insights into students' daily experiences, concerns, and aspirations. Through focus groups, students shared that they deeply value opportunities for open dialogue and expressed a strong desire for more spaces where their voices are genuinely heard and respected. This feedback directly influenced the team's decision to prioritize strategies that elevate student voice, such as implementing restorative practices and creating regular forums for student-led discussions.

The student interview process informed our plan because we could look closer at the responses to the survey data. During the student interviews we focused on asking clarifying questions which enhanced our understanding of what is working and areas of growth. We identified several areas of growth based on student interviews. 1. Students want more opportunities to share their voices beyond annual surveys, which supports our plan to increase town halls and open dialogue spaces. 2. Students asked for more engaging, real-world lessons, reinforcing our focus on collaborative and student-centered instructional practices. 3. Concerns about fairness, bullying, and inconsistent discipline informed our decision to continue to implement restorative practices and PBIS to build a safer, more respectful school climate.

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.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Modeled Examples: Mount Vernon High School will implement inclusive instructional practices that intentionally support English as a New Language (ENL) learners and Students with Disabilities (SWD). Teachers will incorporate differentiated modeled examples—such as cloze paragraphs and anchor charts—tailored to meet the linguistic and cognitive needs of these student groups. This strategy ensures equitable access to rigorous content and promotes active engagement for all learners.	☐ NEW	Students reported that they are most engaged when lessons are interactive and connected to real life. Modeled Examples will help clarify expectations and support students who need more structure. Only 55% of students agreed that their classes are interesting. Students reported that they are most engaged when teachers clearly explain expectations and provide support when they struggle. However, inconsistent feedback and unclear instruction were common concerns. Modeled Examples will help clarify learning goals and support students—especially those in subgroups needing more scaffolding—by showing what success looks like.

Collaborative Learning	☐ NEW	In response to student feedback indicating higher engagement during interactive, real-world lessons, Mount Vernon High School will implement Collaborative Learning as a core instructional strategy. This approach will increase peer interaction, critical thinking, and a sense of belonging—especially for students who may feel isolated or disengaged, such as ENL learners and Students with Disabilities (SWD). With only 55% of students reporting that classes are interesting, Collaborative Learning will address this gap by fostering inclusive, discussion-based classrooms that emphasize group work and real-world connections, ultimately improving engagement and subgroup performance.

Implementation

How will we do this?

KEY STRATEGY 1	Modeled Examples
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?
Teachers will be given a Self–reflection survey on HITS 1, 2, and 3 strategies. This survey will create a space for teachers to reflect on their mastery of these three strategies and provide the team with feedback on what supports teachers need to master the first three strategies if they haven't already.	This will be sent out the week of 8/27/25
Teachers will be given a list of resources for implementation of HITS strategies 1, 2, 3 as well as 4 (modeled examples) and 5 (collaborative learning). These materials for teachers will be given at the beginning of the year for teachers to start their planning and professional learning.	This will be sent to teachers the week of 9/1/25
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?
Launch Model Classrooms for Modeled Examples: Identify and support teachers who have demonstrated mastery of Modeled Examples to serve as model classrooms. Schedule peer visits and debrief sessions. This will promote peer learning and build internal capacity.	September-January
Weekly PLC Data Cycles Focused on HITS Strategies: Use PLC time to analyze student data and adapt instruction with a focus on Modeled Examples and Collaborative Learning. This will ensure continuous instructional improvement and alignment with student needs.	September-January

Professional Development: Conduct after-school curriculum meetings and workshops to train teachers on implementing Modeled Examples and Collaborative Learning effectively.	September-January
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?
Expand Model Classrooms for Collaborative Learning: Identify teachers effectively using Modeled Examples and Collaborative Learning and open their classrooms for peer observation and feedback. This will scale best practices and foster a culture of collaboration.	February-June
Faculty-Led Showcase and Planning for Next Year: Teachers who have mastered Modeled Examples and Collaborative Learning present their strategies during a faculty meeting to support schoolwide adoption in the following year. This will celebrate success and prepare for sustained implementation.	May
Refresher Trainings and Walkthrough Feedback: Provider refresher Professional Development on HITS strategies and conduct targeted walkthroughs with feedback focused on instructional alignment and strategy use. This will reinforce expectations and support continuous growth.	February-May

Progress Monitoring

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

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

Early Progress Milestones (implementation/outcome data)	Survey & Student Focus Group Data: Regular student surveys and focus groups will assess engagement, sense of belonging, and perceptions of classroom interactivity, with particular attention to feedback from ENL and SWD students. Adult/Schoolwide Behaviors and Practices Walkthrough Data	By November 2025 ***1. Implementation Measures*** **Milestone: 100% of teachers** receive and review HITS 1–4 strategy resources, including examples of modeled instruction. **Milestone: At least 75% of teachers** submit lesson plans that include modeled examples (e.g., anchor charts, cloze paragraphs, exemplars). **Milestone: Walkthrough data** shows that at least **50% of observed classrooms** are using modeled examples to clarify expectations and scaffold learning. ***2. Outcome Measures*** **Milestone: Student focus group feedback** indicates increased clarity in instruction and understanding of learning goals. **Milestone: At least 60% of students** report in a pulse survey that teachers show them what success looks like.	

Mid-Year Benchmark(s) (outcome data)	Mid-year Survey Data Student Focus Groups Lesson plans and comments with administrator walk-throughs PLC Documentation	By February 2026 ***1. Implementation Measures*** **Milestone: At least 75% of observed lessons** include modeled examples aligned to learning targets and differentiated for ENL and SWD students. **Milestone: PLC documentation** shows that modeled examples are being used to address gaps in student understanding. ***2. Outcome Measures*** **Milestone: Student survey results** show a **3% increase** in agreement with "Directions for completing my schoolwork are clear" (baseline: 78% → target: 81%). **Milestone: Formative assessment data** shows a **5% increase** in student performance in classes using modeled examples consistently.	

End-of-the Year Targets (outcome data)	Walk-Through Data Survey Data Focus Group Data	***1. Implementation Measures*** **Milestone: 90% of observed lessons** consistently demonstrate the use of modeled examples. **Milestone: All departments** submit at least three lesson artifacts showing use of modeled examples across content areas. ***2. Outcome Measures*** **Milestone:** At least 90% of observed lessons will consistently include the four HITS strategies. **Milestone:** 75% or more of teachers rated 2.75 or above in Danielson Domain 3 (Instruction). **Milestone: Student survey results** show a **5% increase** in agreement with: ○ "Directions for completing my schoolwork are clear" (target: 83%) ○ "I feel prepared to do well on class assignments" (target: 82%) **Milestone:** ENL and SWD students show a 5-10% increase in performance on summative assessments compared to the previous year.	

KEY STRATEGY 2	Collaborative Learning

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?
The team will establish goals and objectives by defining the purpose of collaborative learning and what collaborative learning aims to achieve in our school. Additionally, we will establish clear, measurable outcomes that can be monitored throughout the year.	August
Teachers will be given a Self–reflection survey on HITS 1, 2, and 3 strategies. This survey will create a space for teachers to reflect on their mastery of these three strategies and provide the team with feedback on what supports teachers need to master the first three strategies if they haven't already.	This will be sent to teachers the week of 8/27/25
Teachers will be given a list of resources for implementation of HITS strategies 1, 2, 3 as well as 4 (modeled examples) and 5 (collaborative learning). These materials for teachers will be given at the end of the year for teachers to start their planning and professional learning.	This will be sent to teachers the week of 9/1/25
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?
Launch Model Classrooms for Collaborative Learning: Identify and support teachers who have demonstrated mastery of Collaborative Learning to serve as model classrooms. Schedule peer visits and debrief sessions. This will promote peer learning and build internal capacity.	September-January
Student-led Classroom Visits: Identify and train a group of student observers using a simplified walkthrough rubric focused on HITS strategies. Begin monthly student-led classroom visits in collaboration with instructional coaches and administrators. Students debrief with teachers and submit anonymous feedback summaries to the SCEP team.	September-January
Weekly PLC Data Cycles Focused on HITS Strategies: Use PLC time to analyze student data and adapt instruction with a focus on Modeled Examples and Collaborative Learning. This will ensure continuous instructional improvement and alignment with student needs.	September-January
Professional Development: Conduct after-school curriculum meetings and workshops to train teachers on implementing Modeled Examples and Collaborative Learning effectively.	September-January
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?
Expand Model Classrooms for Collaborative Learning: Identify teachers effectively using Modeled Examples and Collaborative Learning and open their classrooms for peer observation and feedback. This will scale best practices and foster a culture of collaboration.	February-March
Student-led Classroom Visits: Expand visits to more classrooms and include student observers in mid-year instructional review.	February-May
Faculty-Led Showcase and Planning for Next Year: Teachers who have mastered Collaborative Learning present their strategies during a faculty meeting to support schoolwide adoption in the following year. This will celebrate success and prepare for sustained implementation.	May
Refresher Trainings and Walkthrough Feedback: Provider refresher Professional Development on HITS strategies and conduct targeted walkthroughs with feedback focused on instructional alignment and strategy use. This will reinforce expectations and support continuous growth.	February-May

Progress Monitoring

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

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

Early Progress Milestones (implementation/outcome data)	Student Engagement Levels Survey Data Student Focus Group Adult/Schoolwide Behaviors and Practices Walkthrough Data	***1. Staff Engagement & Preparedness*** ***By November 2025*** **Milestone:** At least 90% of teachers complete the HITS self-reflection survey, identifying their current use of collaborative learning strategies. **Milestone:** 100% of teachers receive and review HITS 1–5 strategy resources, including collaborative learning models and planning tools. ***2. Instructional Planning*** **Milestone: All departments** submit at least one collaborative lesson plan per month using the approved template that includes clear group roles, student tasks, and scaffolds for ENL and SWD students. **Milestone: Model classrooms** for collaborative learning are launched in each content area, with at least one peer observation scheduled per department. ***3. Student Experience*** **Milestone: Student focus groups** report increased opportunities for peer interaction and group work in at least 50% of classrooms. **Milestone: At least 60% of students** report in a fall pulse survey that they have participated in meaningful group learning experiences.	

		3. Administrative Monitoring **Milestone: Walkthroughs** show that at least **50% of observed classrooms** are implementing collaborative learning structures (e.g., Think-Pair-Share, Jigsaw, peer feedback). **Milestone: Feedback logs** indicate that administrators have provided actionable feedback on collaborative learning to at least 50% of teachers.	

Mid-Year Benchmark(s) (outcome data)	Skill Development Mid-year Survey Data Student Focus Groups Lesson plans and comments with administrator walk-throughs Teacher Evaluations	***1. Instructional Practice*** **Milestone: 75% of observed lessons** observed during mid-year walkthroughs will show evidence of collaborative learning structures (e.g., group tasks, peer discussion, shared problem-solving). **Milestone:** 100% of identified teachers will submit at least **one collaborative lesson plan** per month as part of PLC documentation. ***2. Student Engagement & Learning*** **Milestone: Student survey results** show at least 65 **% agreement** with "My classes are interesting" (up from 55% baseline). ENL and SWD will show at least a 5% increase in positive responses related to classroom participation and belonging compared to baseline. **Focus group feedback** reflects improved clarity in instruction and increased opportunities for peer collaboration. **Milestone:** ENL and SWD students will demonstrate a **3% improvement** in formative assessment scores in core content areas compared to fall benchmarks. ***3. Professional Development & Collaboration*** **Milestone: 100% of identified teachers would have participated in at least three PLC sessions on collaborative learning by mid-year.**	

		Milestone: At least 80% of teachers report increased confidence in using Modeled Examples and Collaborative Learning (via PD feedback forms).	

End-of-the Year Targets (outcome data)	Development of Critical Skills Walk-Through Data Survey Data Focus Group Data	***1. Instructional Practice*** **Milestone: 90% of classrooms** observed by year-end will demonstrate consistent use of collaborative learning strategies, as documented through formal observations and walkthroughs. **Milestone:** Teachers will submit at least **three collaborative lesson artifacts** (e.g., plans, student work samples, reflections) as evidence of implementation. **Milestone: 100% of teachers** consistently submit lesson plans that align standards, learning targets, student activities, and closing tasks. ***2. Student Engagement & Achievement*** **Milestone: Student survey results** show at least 75**% or more of students will report agreement** with "My classes are interesting" (up from 55% baseline). ENL and SWD will show an increase in at least 10% positive responses related to classroom participation and inclusion compared to baseline data. **Milestone:** ENL and SWD students will demonstrate a **5–10% increase** in proficiency on summative assessments in ELA and Math compared to the previous year. Overall student performance on collaborative tasks (e.g., group projects, presentations) will show measurable improvement in rubrics aligned	

		to critical thinking and communication. ***3. Professional Growth & Collaboration*** **Milestone: 75% or more teachers** are rated **2.75 or above** in each Danielson Domain. **Milestone: 100% of instructional staff** will participate in ongoing PLCs focused on collaborative learning throughout the year. **85% of teachers** will report increased confidence and effectiveness in using collaborative strategies, based on the end-of-year staff reflection survey. **Milestone: At least 3 teacher-led presentations** on successful implementation of Collaborative Learning shared during faculty meetings. ***4. School Climate & Culture*** **Milestone: Focus group feedback** reflects increased student voice, engagement, and satisfaction with instructional practices. **Milestone: Walkthrough and observation data** show consistent use of HITS strategies across all departments and grade levels.	

Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	**What we ended up seeing:** *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	**Formative Assessment Performance** **Assignment Completion and Quality** **Instructional Practice: Teacher Evaluation Data and Classroom visit logs.**	Modeled Examples Collaborative Learning	***1. Instructional Practice*** **Milestone:** At least 75% of observed lessons include clearly defined worked examples, aligned to learning targets. **Milestone:** At least 70% of teachers are rated effective or highly effective in Danielson Domain 3 (Instruction) in unannounced observations. ***2. Formative Assessments Performance*** **Milestone:** At least 60% of students score 70% or higher on standards aligned formative assessments in ELA and Math **Milestone:** ENL and SWD students show at least 5% increase in average formative assessment scores compared to Fall baseline. ***3. Assignment Completion and Quality*** **Milestone:** At least 80% of students submit assignments that meet or exceed	

			expectations on rubrics that include modeled criteria. **Milestone:** At least 10% reduction in incomplete or missing assignments compared to the first marking period.	

End-of-the Year Targets	Student Focus Groups Adult/Schoolwide Behaviors and Practices Walk-Through Data Survey Data Teacher Focus Group Data Lesson plans and comments with administrator walk-throughs Teacher Evaluations **Academic Performance Data:** Grades from collaborative projects. Individual performance metrics within group activities. Standardized test scores reflecting knowledge retention in collaborative settings **Engagement Metrics:** Attendance	Modeled Examples Collaborative Learning	***1. Instructional Practice*** **Milestone: At least 90% of observed lessons** will consistently demonstrate the use of modeled examples (e.g., anchor charts, exemplars, cloze paragraphs). . **Milestone: All departments** will submit at least **three lesson artifacts** showing use of modeled examples across content areas. ***2. Student Engagement & Achievement*** **Milestone: Student survey results** show at least **75% agreement** with "My classes are interesting" (up from 55% baseline). **Milestone: ENL and SWD students** show a **5–10% increase** in proficiency on summative assessments in ELA and Math. ***3. Professional Growth & Collaboration*** **Milestone: 75% or more of teachers** are rated **2.75 or above**	

	records during group activities. Participation logs and peer feedback. Surveys or reflections on student experiences with collaborative learning. **Behavioral Observations:** Frequency and quality of student interactions. Conflict resolution occurrences and outcomes. Leadership and role distribution dynamics within groups.		in each Danielson Domain. **Milestone: 85% of teachers** report increased confidence and effectiveness in using collaborative strategies. Overall attendance 24-25: 79.6%	

Spring Survey Targets

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey results are available)*

Student Survey	I know what it takes to do well on tests. I feel appropriately challenged at school. I learn from class lessons. I feel prepared to do well on class assignments. My teachers expect me to do my best. My school sets high learning standards. Directions for completing my schoolwork are clear. My classes are interesting.	Modeled Examples Collaborative Learning	88% Agree 66% Agree 84% Agree 77% Agree 85% Agree 65% Agree 78% Agree 55% Agree	91% Agree 71% Agree 89% Agree 80% Agree 88% Agree 70% Agree 81% Agree 60% Agree	
Staff Survey	High standards are set for all students in my school. I am given the instructional support I need to teach my students. Helping students meet challenging academic goals is the primary focus of my school. I explain each assignment's	Modeled Examples Collaborative Learning	70% Agree 77% Agree 77% Agree 94% Agree 88% Agree	73% Agree 80% Agree 80% Agree 97% Agree 91% Agree	

	expectations to my students. I am continually learning new skills that improve my teaching.				
Family Survey	Teachers use creative methods to help my child learn. Teachers set high expectations for my child. I am satisfied with the education my child receives in school. My child's schoolwork is appropriately challenging. My child is interested in what he or she is learning.	Modeled Examples Collaborative Learning	79% Agree 73% Agree 65% Agree 75% Agree 70% Agree	82% Agree 76% Agree 68% Agree 78% Agree 73% 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 TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Positive Behavior Intervention and Supports	☐ EXPAND	PBIS will promote fairness and consistency in behavior expectations and discipline. Only 50% of students believe discipline is enforced fairly, and just 77% agree there are clear rules. PBIS addresses these concerns by establishing school-wide norms and recognizing positive behavior, which supports a more predictable and equitable environment for all students, especially those in historically underserved subgroups. Our needs assessment revealed that only 36% of students believe discipline is enforced fairly, and just 30% agree that students treat each other with respect. Student interviews echoed these concerns, citing inconsistent rule enforcement and favoritism. PBIS addresses these issues by establishing clear, school-wide expectations and recognizing positive behavior, which will help create a more equitable and respectful school climate.
Restorative Practices	☐ EXPAND	Restorative Practices will help build a more inclusive and respectful school culture, which is essential for subgroups that have reported feeling marginalized or unsafe. With only 34% of students agreeing that peers treat each other with respect and just 39% saying bullying is not a

		problem, this strategy will foster empathy, reduce conflict, and increase belonging—key conditions for academic success. Survey data showed that only 39% of students believe bullying is not a problem, and just 47% feel their input is valued. Focus group participants described a need for more open dialogue and shared experiences of exclusion and unresolved conflict. Restorative Practices will provide structured opportunities for students to be heard, repair harm, and build empathy—directly addressing these concerns.

Implementation

(How will we do this?)

KEY STRATEGY 1	Positive Behavior Interventions and Supports (PBIS)
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?
Professional development for the teachers: • Importance of using the PBIS matrix when assigning students PBIS points. • Review of using the PBIS app points and expanding to use for referrals.	Superintendent conference days and last day of 24-25 school year
Redesign PBIS matrix to list expectations to include the school resources available for additional support.	Week of September 1, 2025
Continue to provide a 'store' of rewards. Expand visuals so students are aware of prizes they can earn for engaging in positive behavior. Continue to work with donors to provide snacks and prizes.	Week of September 1, 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Survey students for feedback regarding PBIS in the building. This can be a link on Schoology. Students can be encouraged during announcements to complete. Select teachers to allow students time to complete the survey.	End of the first marking period.
Receive feedback from teachers regarding their thoughts and ideas from the implementation of PBIS. What did they feel worked well, what would they change and how would they change it?	End of first marking period during Faculty meeting.

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Analyze data from the survey to determine mid-year improvements to PBIS. What is working? What isn't? How is the newly implemented referral system working? What improvements need to be made?	Second marking period
Plan end of year celebration.	Ongoing throughout marking period 3 and 4.

Progress Monitoring

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

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

Early Progress Milestones (implementation/outcome data)	PBIS Reward Log	By November 2025 **Implementation Measures** **Milestone: 100% of staff** receive refresher training on the updated PBIS matrix and referral system. **Milestone: PBIS expectations and rewards** are posted in all classrooms and common areas. **Milestone: At least 75% of teachers** are actively awarding PBIS points weekly. **Milestone: Student survey** administered to gather baseline perceptions of fairness, behavior expectations, and recognition. **Outcome Measures** **Milestone: 10% increase** in the number of students receiving PBIS points compared to the same period last year (75%). **Milestone: Baseline data** collected on referral types, frequency, and locations.	

Mid-Year Benchmark(s) (outcome data)	Survey data from students and teachers and referral data. OSS Data 24-25: 194 Incidents 153 Students	By February 2026 **Implementation Measures** **Milestone: At least 85% of teachers** consistently award PBIS points and use the referral system. **Milestone: PBIS team** meets monthly to review data and adjust supports. **Student and staff surveys** show increased awareness of at least 50% of students understanding of PBIS expectations based on a baseline of 26%. **Outcome Measures** **Milestone: 10% decrease** in office discipline referrals compared to the fall. **Milestone: 20% increase** in students redeem PBIS points for rewards. **Student perception & Climate** **Milestone:** At least **50% of students** agree that behavior expectations are clear and fairly enforced (up from baseline).	

End-of-the Year Targets (outcome data)	Awarded points Referral data Survey Report Cards	**Implementation Measures** **Milestone: At least 90% of teachers** are using the PBIS system with fidelity, as verified through walkthroughs, lesson plan integration, and PBIS app usage logs. **Milestone:** At least 4 student recognition events are held (one per quarter) **Milestone:** Quarterly PBIS data reports are share with staff and students to promote transparency and accountability. **Student Behavior and Outcome Measures** **Milestone:** At least 20% increase in the number of students receiving PBIS points to the previous year. **Milestone:** At least 25% increase in students redeem PBIS points for rewards compared to midyear. **Milestone:** At least a 15% decrease in office discipline referrals compared to Fall. **Milestone:** At least 10% decrease in out of school suspension compared to 2024-2025(194 incidents, 153 students). **Student Perception and Climate** **Milestone:** At least 55% of students agree that behavior expectations are clear and fairly enforced (up from 50%).	

		Milestone: At least 45% of students agree that students treat each other with respect (up from 30%). **Milestone:** At least 50% of students report feeling recognized for positive behavior (via spring survey or focus group).	

KEY STRATEGY 2	Restorative Practices
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?
Introduce Restorative Practices: Help staff members understand what restorative practices are and how they can transform staff culture, communication, conflict resolution, and team unity. Emphasize the focus on relationships, accountability, empathy, and community.	
Opening circle in small groups: Why I Teach or What Brought me here – (talking piece) will be provided to allow each person to speak uninterrupted. In one direction go around the circle and allow each staff member to share their personal story or motivation for working in education. We will signify passing the "talking piece" by saying I pass it (say the name of the next person).	Staff meetings during the month of September
Closing Circle: Each person shares one word or short phrases that reflect their intention for the year.	
Create a verbal agreement with a spoken pledge between staff members and administrators to promote unity.	
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?
Continue community building practices in meetings with various groups to promote a culture of care, belonging and understanding by establishing consistent community-building practices and routine for a restorative school climate. (Admin meetings, new teacher meetings, student government)	September-June
Grade 9 Social Studies teachers will introduce classroom expectations and guidelines using the circle protocol each quarter.	September2025 November 2025 February 2026 April 2026
Dress for Success Days to promote professionalism and self esteem through themed dress days.	October-May

	October 2025– May 2026
Create a non-judgmental space for staff & students to pause and assess how the year is going – personally & professionally. Allow honest sharing of emotional, mental and physical fatigue that can build over time (staff table talk, student council check-ins, Quarterly town halls)	September2025 November 2025 February 2026 April 2026
Train staff to recognize and respond to trauma related behaviors with empathy and support.	November
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?
Reflection and re-commitment to the spoken pledge. Continue with staff & student (Check-ins and Table Talks)	January – June 2026
Amplifying voices with restorative listening, "What is one thing you wish adults/ students understood about your experience"? via live social media.	April 2026
Visual Timeline – Create a timeline on a wall or board and invite staff to mark moments that mattered to them during the school year. Give us feedback on how we can continue building a better school environment that reflects our Character and Community. Use town hall feedback to inform SCEP mid-year review and end-of-year planning.	January - May 2026

Progress Monitoring

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

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

Early Progress Milestones (implementation/outcome data)	Staff pre-survey discussion on RP understanding - Discipline equity audit	By November 2025, **Implementation Measures** **Milestone: 60% of staff** participate in at least one Restorative Practices (RP) training session. **Milestone: Opening and closing circles** are conducted in all departments during September staff meetings. **Milestone: Restorative Practices visuals and agreements** are posted in all classrooms and common areas. **Milestone: Monthly town halls** are launched with student participation and rotating themes (e.g., fairness, voice, respect). **Milestone: Baseline staff and student surveys** on school climate, respect, and conflict resolution are completed. **Outcome Measures** **Milestone: 10% decrease** in office discipline referrals compared to the first semester of 2024–25. **Milestone: At least 50% of students** agree that "students treat each other with respect" (up from 30%). **Milestone: At least 45% of students** agree that "bullying is not a problem at this school" (up from 39%).	

Mid-Year Benchmark(s) (outcome data)	Survey participation logs - Staff & Student feedback forums - Referral analysis	By February 2026 **<u>Implementation Measures</u>** **Milestone: At least 50% of staff** report using RP strategies (e.g., circles, restorative conversations) in their classrooms. **Milestone: Student Council and peer-led forums** are held monthly to gather feedback and promote student voice. **Milestone: Restorative ISS and Welcome Back Circles** are implemented for all returning students from suspension. **Milestone: RP reflection logs** are maintained by staff and reviewed during PLCs or department meetings. **<u>Outcome Measures</u>** **Milestone: 10% decrease** in office discipline referrals compared to the first semester of 2024–25. **Milestone: At least 50% of students** agree that "students treat each other with respect" (up from 30%). **Milestone: At least 45% of students** agree that "bullying is not a problem at this school" (up from 39%).	

End-of-the Year Targets (outcome data)	Post-surveys (staff/students) - Reflection circle themes - Climate survey results	By June 2026 **Implementation Measures** **Milestone:** 100% of departments conduct at least one restorative circle per during PLC or department meeting. **Milestone:** At least 3 teacher-led RP showcases are present during faculty meetings. **Milestone:** RP practices are embedded in schoolwide discipline protocols and student leadership activities. **Outcome Measures** **Milestone: 15% decrease** in total suspensions compared to 2024–25. **Milestone: At least 50% of students** agree that "students treat each other with respect." **Milestone: At least 50% of students** agree that "bullying is not a problem at this school." **Milestone: At least 60% of students** report feeling safe and supported in school (up from 41%). **Milestone: Staff survey** shows a 10% increase in agreement with "This school provides a safe and supportive environment for staff."	

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)	PBIS Logs Staff and student surveys Referrals Suspensions	**PBIS team** meets monthly to review data and adjust support. **Monthly town halls** are held with student participation and rotating themes. **Student Council and peer-led forums** are active and gathering feedback. **Student recognition events** are held at least once per quarter. **At least 1 teacher-led RP showcase is** presented during faculty meetings. Peer mediation, Restorative ISS Welcome Back Procedures	**PBIS** **85% of teachers** consistently award PBIS points and use the referral system. **Student and staff surveys** show increased awareness and understanding of PBIS expectations. **15% decrease** in office discipline referrals compared to the first semester of the previous year. **20% increase** in students redeeming PBIS points for rewards. **At least 50% of students** agree that behavior expectations are clear and fairly enforced (up from 36%). **Restorative Practices** **At least 75% of staff** report using restorative practices (e.g., circles, restorative conversations). **Referral data** shows a **10% decrease** in repeat behavioral incidents.	

Non-Instructional Key Strategies for Improvement

			Student survey shows a **5% increase** in agreement with: "Students treat each other with respect" (baseline: 30%) "Bullying is not a problem at this school" (baseline: 39%)	

End-of-the Year Targets	PBIS Logs Staff and student surveys Referrals Suspensions	PBIS **PBIS data** is shared quarterly with staff and students. **Student recognition events** are held at least once per quarter. **At least 3 teacher-led RP showcases** are presented during faculty meetings. Peer mediation, Restorative ISS Welcome Back Procedures	**PBIS** **100% of teachers** are using the PBIS system with fidelity, verified through walkthroughs and PBIS logs. **25% increase** in students redeem PBIS points compared to 2024–25. **20% decrease** in total office discipline referrals and OSS compared to 2024–25. **At least 55% of students** agree that behavior expectations are clear and fairly enforced. **At least 50% of students** report feeling recognized for positive behavior. **Restorative Practices** **100% of departments** conduct at least one restorative circle per quarter in PLC and department meetings. **15% decrease** in total suspensions	

			compared to 2024–25. **At least 50% of students** agree that: "Students treat each other with respect" "Bullying is not a problem at this school" **60% or more of students** report feeling safe and supported in school (up from 41%). **Staff survey** shows a **10% increase** in agreement with "This school provides a safe and supportive environment for staff."	

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 feel safe in school. • School rules are enforced consistently for all students.		41% Agree 55% Agree 45% Agree	44% Agree 58% Agree 49% Agree	

	• I know who to talk to if I experience or witness bullying • Teachers and staff treat students with respect and fairness. • Students have opportunities to share their opinions with school leaders.	Restorative Practices PBIS	36% Agree 40% Agree	39% Agree 43% Agree	
Staff Survey	• Teachers should feel empowered to enforce rules fairly and consistently. • District leaders are visible in my school. • Provide clear guidelines and consequences understood by students and staff. • Reinforce school rules around cell phone use, dress code, and bathroom breaks. • Safe and Supportive Environment for staff members		31% Agree 64% Agree 54% Agree 54% Agree	34% Agree 67% Agree 57% Agree 58% Agree	
Family Survey	I feel comfortable calling the school to discuss an issue or		77% Agree 78% Agree 78% Agree	80% Agree 81% Agree	

	Concern. I am satisfied with the communication I receive from my child's School. Staff members and families treat each other with respect. School leaders are approachable. School leaders manage the school well. School leaders actively work to make this school a great place for students to learn. This school focuses on meeting my child's needs. Discipline is enforced fairly at my child's school. Students do not threaten and/or cyberbully each other in this school. Students do not threaten and/or cyberbully each other in this school.	Restorative Practices PBIS	69% Agree 69% Agree 78% Agree 73% Agree 62% Agree 29% Agree 28% Agree 44% Agree 57% Agree 31% Agree 73% Agree 88% Agree 93% Agree 75% Agree 73% Agree	81% Agree 72% Agree 72% Agree 81% Agree 76% Agree 65% Agree 32% Agree 31% Agree 47% Agree 60% Agree 34% Agree 76% Agree 91% Agree 96% Agree 78% Agree 76% Agree	

	Students respect teachers in this school. Teachers respect students in this school. Students treat each other with respect. This school implements policies that keep my child safe. There is a teacher, counselor or other staff member at school to whom my child can go to for help with a problem. My child is accepted in this school. My child feels safe in this school. This school provides a caring environment for my child.				

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**
Dr. Pauline Pearce	Principal	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24,6/30,7/1,7/2
Ms. Erica Naughton	Assistant Principal	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24,7/2
Ms. Tiffany Izzo	Assistant Principal	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24, 7/2
Dr. Kelvin Roopchand	Assistant Principal	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24, 7/2
Ms. Alexandra Sherlock	ELA Teacher	6/15	6/15	6/15, 6/16	6/15, 6/16	6/16	6/17, 6/18	6/20, 6/23, 6/24

Ms. Sonia Flannory	ENL Teacher	6/15	6/15	6/15, 6/16	6/15, 6/16	6/16	6/17, 6/18	6/20, 6/23, 6/24
Ms. Anna Seward	Special Education Math	6/15	6/15	6/15, 6/16	6/15, 6/16	6/16	6/17, 6/18	6/20, 6/23, 6/24
Ms. Lylia Anderson	Teacher Assistant	6/15	6/15	6/15, 6/16	6/15, 6/16	6/16	6/17, 6/18	6/20, 6/23, 6/24
Ms. Nikita Peniston	Social Worker	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24
Ms. Tracey Anderson-Grant	Social Studies Teacher	6/15	6/15	6/15, 6/16	6/15, 6/16		6/17, 6/18	6/20, 6/23, 6/24

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	Modeled Examples		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Professional development workshops and exemplar materials for modeled instruction	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	**40**	$12,000
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 2	Collaborative Learning		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
PLC Facilitation, collaborative planning time, and student group work resources	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	**15**	$18,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Positive Behavior Intervention		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
PBIS Rewards Signage, student recognition events, Rewards, PBIS App		**45**	$8,000
Smart Pass		**45**	$6,000
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			$14,000

NON-INSTRUCTIONAL KEY STRATEGY 2	Restorative Practices		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Restorative Circles Training, peer mediation, materials and town hall facilitation	Restorative Practices	**40**	$8,000
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	