



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon City School District	Edward Williams School	Pre-K through 6th

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And in partnership with the staff, students, and families of Edward Williams School

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

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

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
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 informed the team's plan by providing direct, student-centered insights that helped shape priorities, goals, and strategies. The process helped identify student needs and concerns, reveal gaps in support and engagement, and highlight student strengths while promoting student voice.

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 DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Implementing Multi-Tiered Systems of Support	☐ NEW ☐ EXPAND ☐ REFINE	From our needs assessment, we learned that many students are struggling with core academic subjects, particularly math and literacy. Data trends indicate that these challenges are consistent across multiple grade levels, with cohort analysis revealing that early gaps, especially in ELA, persist over time. For example, 70% of our current 5th grade cohort remained at level 1 in ELA the previous two years, and math level 1 rates for the same cohort increased to 55% over the same time. In contrast, gains in math, particularly for our current 6th, 7th and 9th grade cohort, demonstrate that when targeted small group instruction, consistent data use, and structured interventions are implemented, substantial student growth is possible. Student interviews further revealed that 65% of students feel they sometimes need more help in school, and 13% feel they always need more help. Additionally, 42% of students reported they are not sure if they are prepared to move on to the next grade level, highlighting concerns about their academic readiness and confidence. These responses suggest that many students are not receiving sufficient individualized attention and support. Next year, we will refine this strategy by increasing the frequency of progress monitoring and utilizing data to

Instructional Key Strategies for Improvement

		adjust interventions more dynamically. We will also provide additional professional development for teachers to strengthen their ability to identify and address students' academic needs through differentiated instruction. By refining and expanding our multi-tiered academic support and intervention framework, we aim to systematically address these persistent gaps and positively impact student achievement.
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

How will we do this?

KEY STRATEGY 1		
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Review cohort data and subgroup performance from the comprehensive data review to identify priority students for early intervention.		
Develop updated RtI schedules that ensure protected intervention time for all tiers.		
Align progress monitoring tools for both ELA and math across grade levels.		
Develop clear Tier 1 instructional expectations for differentiated instruction in both content areas.		
Schedule professional development sessions on data-driven small group instruction, progress monitoring protocols, and intervention planning.		
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Begin frequent progress monitoring cycles (every 4-6 weeks) for both ELA and math using i-Ready, and classroom-based common assessment data.		
Conduct PLC meetings focused on reviewing progress monitoring data, adjusting intervention groups, and sharing instructional strategies.		
Provide ongoing classroom observations with feedback focused on small group instruction, differentiation, and intervention fidelity.		
Refine Tier 2 and Tier 3 intervention protocols based on real-time data.		

Instructional Key Strategies for Improvement

Hold data meetings with leadership and grade-level teams after each progress monitoring cycle to assess cohort movement and subgroup performance.	
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?
Continue ongoing progress monitoring cycles every 4-6 weeks, adjusting intervention groups dynamically based on growth data.	
Deepen support for teachers struggling with differentiation and small group planning.	
Review mid-year cohort data to identify students requiring intensified supports or movement between tiers.	
Incorporate targeted professional learning based on emerging instructional needs identified in first semester walkthroughs and data reviews.	

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Student groupings identified based on initial screening data (i-Ready, common assessments). Teacher participation in professional development sessions and PLC meetings.	All students appropriately placed in Tier 1, Tier 2, or Tier 3 based on needs- High levels of teacher engagement in data protocols- Fidelity to RtI schedule and intervention delivery- Early shifts in student performance indicators after initial cycles.	
Mid-Year Benchmark(s) (outcome data)	Mid-year i-Ready Diagnostic (ELA & Math)- Progress monitoring data from small group instruction cycles- Classroom-based assessments- Subgroup performance analysis (SWD, ELL, ED)	Decrease in number of students at Level 1- Movement of students from Tier 3 to Tier 2, or Tier 2 to Tier 1- Subgroups showing measurable gains in targeted skills- Evidence of instructional adjustments based on data	

Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	i-Ready EOY Diagnostics (ELA & Math)- NYS State Assessment results- Final RtI student placement data- Cohort growth analysis	Significant reduction in students at Level 1 across cohorts (targeting at least 10-15% reduction)- Increases in students meeting or exceeding grade-level expectations- Subgroup gaps narrowed compared to prior year- Sustained high-fidelity implementation of intervention structures.	
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REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE IS ONE INSTRUCTIONAL KEY STRATEGY.
DELETE THIS TEXT UPON FINALIZATION.

KEY STRATEGY 2	
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?
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?
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?

Progress Monitoring			
<i>How will we measure progress and impact for this Key Strategy?</i>			
	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>

Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

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)	i-Ready ELA and math MOY diagnostic results, RtI progress monitoring data, classroom summative assessments	Implementing Multi-Tiered Systems of Support	We hope to see a reduction in the number of students performing two or more grade levels below, an increase in students meeting or exceeding grade-level expectations, and improved accuracy in instructional groupings and supports.	

Instructional Key Strategies for Improvement

End-of-the Year Targets	NYS ELA and math state exam scores, i-Ready ELA and math EOY diagnostic results, classroom summative assessments	Implementing Multi-Tiered Systems of Support	We hope to see a significant decrease in the percentage of students scoring at level 1 on state assessments, increased movement into levels 3 and 4, and reduced achievement gaps among subgroups (SWD, ELL, economically disadvantaged)	
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Spring Survey Targets

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

	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	Students receive support to address individual needs.	Implementing Multi-Tiered Systems of Support	Math EOY 50% of students are one or more grade levels below. ELA EOY 50% of students are one or more grade		47% agree

Instructional Key Strategies for Improvement

			levels below.		
	My teachers know my strengths and where I struggle.	Implementing Multi-Tiered Systems of Support	Same as above.		57 % agree
Staff Survey	Students are prepared to do well in the next grade or after graduation.	Implementing Multi-Tiered Systems of Support	Same as above.		70% agree
	Students receive support to address individual needs.	Implementing Multi-Tiered Systems of Support	Same as above.		90% agree
	In this school, students meet behavioral expectations.	Implementing Multi-Tiered Systems of Support	Same as above.		46% agree
Family Survey	My child is prepared to do well in the next grade or after graduation.	Implementing Multi-Tiered Systems of Support	Same as above.		59% agree
	My child receives support to address individual needs.	Implementing Multi-Tiered Systems of Support	Same as above.		65% agree
	Teachers tailor instruction to my child's strengths.	Implementing Multi-Tiered Systems of Support	Same as above.		57% 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. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Establish a Positive Behavior Interventions and Supports (PBIS) Framework	☐ NEW ☐ EXPAND ☐ REFINE	Next year, we will refine this strategy by using a data tracker and using data to adjust behavioral interventions accordingly. We will provide time during Staff meetings to educate teachers about PBIS to strengthen their ability to identify and address students' behavioral needs through targeted interventions. By refining our PBIS program we hope to reduce the number of student incidences to positively impact overall student achievement.
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

(How will we do this?)

KEY STRATEGY 1	
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?

Non-Instructional Key Strategies for Improvement

Set clear expectations, build staff readiness, and create a positive school climate from Day 1 with a kickoff assembly within the first two weeks of school.	
Build Staff Commitment - communicate the purpose and benefits of PBIS during staff meetings and professional development sessions.	
PBIS team reviews data and updates school-wide expectations (e.g., PAWS – Pride in our School; Act kindly; Work hard; Demonstrate control)	
Form a PBIS Leadership Team to establish buy-in. Include administrators, teachers (general and special education), counselors, paraprofessionals, and family representatives.	
FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Ensure PBIS expectations are visible throughout the whole school building. Posted in every classroom.	
PBIS rewards program with a digital reward system. A tiered system to track and monitor student student behavior includes a data platform.	
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Revisit PBIS expectations and continue analyzing data through PBIS rewards.	

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)	Behavior trends BOY	Improvement in student behavior according to tiers.	
Mid-Year Benchmark(s) (outcome data)	Behavior trends MOY	Improvement in student behavior according to tiers.	
End-of-the Year Targets (outcome data)	Behavior trends EOY	Improvement in student behavior according to tiers.	

Non-Instructional Key Strategies for Improvement

REMOVE THE REMAINING SECTION FOR KEY STRATEGIES IF THERE IS ONE NON-INSTRUCTIONAL KEY STRATEGY.
DELETE THIS TEXT UPON FINALIZATION.

KEY STRATEGY 2	
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?
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?
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?

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)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)				
End-of-the Year Targets				

Spring Survey Targets

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

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

Non-Instructional Key Strategies for Improvement



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
2. Community Schools
3. Elementary School Looping
4. Establish an Early Warning Intervention and Monitoring System
5. Evidence-Based Instructional Methods
6. Expanding access to high-quality Out-of-School-Time programs
7. High-Quality Instructional Materials
8. High-Quality Tutoring
9. Incoming Student Induction Programs and Summer Bridge Programs
10. Instructional Coaching
11. Middle School Flexible Scheduling
12. Multi-Tiered System of Supports – Integrated (MTSS-I)
13. Ongoing Job-Embedded Professional Development
14. Principal Leadership Development

SIG Expenditure Plan

15. Professional Learning Communities
16. Restorative Practices

SIG Expenditure Plan

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

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

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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 3			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

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

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

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			

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

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	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			

