



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon CSD	Grimes	K-6

Collaboratively Developed By:

The Grimes School SCEP Development Team
(SCEP Team Members: Severin Cornelius, Donna Bailey, Phylicia Harris, Donna DeCecco, Sharon Allwood, Alexis Gonzalez, Joycelyn Rios, Dahlia Moodie)

And in partnership with the staff, students, and families of Grimes 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 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** the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	X
Instructional Coaching	X
Middle School Flexible Scheduling	X
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
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 provided valuable insight that directly informed our team's planning by centering student voice and experiences. Through these interviews, several key themes emerged that shaped our instructional and school-wide priorities:

1. **Students' Sense of Safety:** Many students expressed that feeling emotionally and physically safe was a top priority for their ability to focus and engage in learning. As a result, we committed to reinforcing consistent routines, addressing bullying or peer conflicts promptly, and creating calm classroom environments. This also led to incorporating more classroom community-building activities and check-ins.
2. **Teacher-Student Relationships:** Students shared that they learned best when they feel their teachers care about them personally. This feedback encouraged us to deepen our Social-Emotional Learning (SEL) practices not just as separate lessons, but embedded throughout the day. Teachers began using strategies such as morning meetings, restorative conversations, and emotional check-ins to better understand and support students' needs.
3. **Welcoming Instruction:** When asked about their learning experiences, students noted that lessons feel more welcoming and engaging when their voices, cultures, and identities are reflected in the curriculum. In response, our team prioritized inclusive teaching practices. We revised lessons to include more student choice, real-world relevance, and culturally responsive materials that make students feel seen and valued.
4. **Teaching Practices:** Students noted the importance of clear expectations, fairness, and interactive lessons. This informed our professional development focus on student-centered teaching, collaborative learning, and differentiation. Teachers also reflected on how their tone, feedback, and physical setup of classrooms could make learning more inviting.

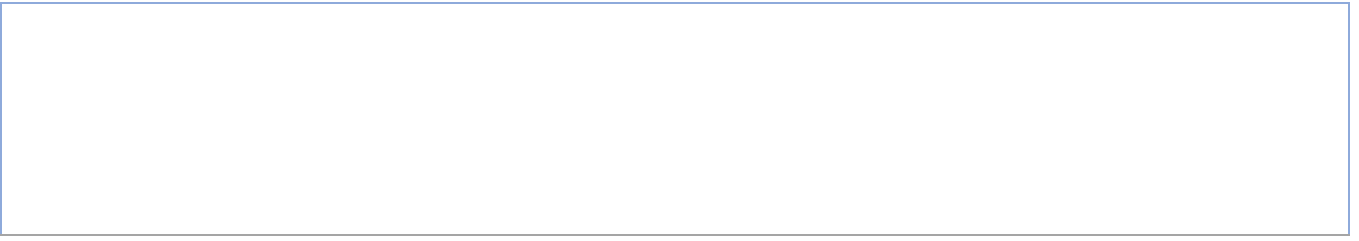
Overall, the student interview process reminded us that effective instruction begins with knowing our students not just academically, but socially and emotionally. By listening to students, we were able to co-create a learning environment that is safe, inclusive, and supportive of both academic growth and personal development.

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.

Learning as a Team



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.
Social Emotional Learning	☐ XNEW ☐ EXPAND ☐ REFINE	
Parent Engagement	☐ XNEW ☐ EXPAND ☐ REFINE	
Data Driven Instruction	☐ NEW ☐ XEXPAND ☐ REFINE	
Instructional Practices	☐ NEW ☐ XEXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

How will we do this?

KEY STRATEGY 1	Social Emotional Learning
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
The SCEP team will develop protocols for staff and students that will help bring structure to the services we provide to students. Many students expressed that feeling emotionally and physically safe was a top priority for their ability to focus and engage in learning. As a result, we are committed to reinforcing consistent routines, addressing peer conflicts promptly, and creating calm, respectful classroom environments. We will develop plans to integrate more community-building activities to strengthen trust and belonging (i.e., preopening activities such as team building exercises). Staff will receive clear guidelines and resources to support social emotional practices across all grade levels.	When will this be in place? Before the first day of school

Instructional Key Strategies for Improvement

Develop surveys for the staff and students that will help formulate a needs assessment for our building. Students shared that they are more motivated when lessons are interactive, clear, and connected to their interests. Teachers responded by incorporating more collaborative learning opportunities, visuals, hands-on activities, and voice-and-choice assignments to improve engagement and ownership.	Before the first day of school
Identify research-based SEL material for the school year. Students shared that they learn best when they feel their teachers care about them as individuals. This feedback reinforced our need to deepen Social-Emotional Learning (SEL) practices throughout the school day. Teachers are using strategies like daily check-ins, identity-building activities, and open conversations to better understand and support students.	Before the first day of school
Establish a foundation of school-based support services. In direct response to student feedback, the SCEP team will develop clear protocols and systems that bring structure and consistency to the support and services students receive. This includes creating student-friendly strategies such as self-monitoring tools, help-seeking protocols, and peer mentorship opportunities to ensure students understand how to access academic, social, and emotional support when needed.	Before the first day of school
Support teachers by meeting their needs so they are well-prepared for the school year. Providing the necessary resources and encouragement boosts morale and contributes to a positive school environment. Recognize the significant life events of staff – both joyful and challenging – including birthdays, difficult days, etc... Acknowledging these moments fosters a strong sense of community and connection within the school.	Throughout the school year
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?	
Introduce core SEL concepts and protocols – and the second half applying	First month of school
Administer student survey on emotional safety and connectiveness.	September-October 2025
Engage in daily morning meetings. Include emotional check-ins. Create ‘calm down’ spaces.	Throughout the 2025-2026 school year
Incorporate SEL lessons/activities through the following: modeling, meetings, journal prompts (“I feel upset when ...”), emotion wheels or feeling charts, and role-playing.	Throughout the 2025-2026 school year
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?	
Review and apply measured data from surveys.	February 2026

Instructional Key Strategies for Improvement

Monitor data from needs-based assessment.	Throughout the 2025-2026 school year
Adopt monthly SEL themes with action challenges – PBIS models SEL competencies with building wide activities (i.e. reflection wall).	MOY

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)	Analyze data from the surveys / journals/ student observation/behavior referrals	Review student empathy/Exit Ticket – assess self-management/decision making skill growth. Determine if there is a correlation between SEL and improved academic progress.	TBD
Mid-Year Benchmark(s) (outcome data)	Analyze data from the surveys / journals/ student observation/behavior referrals	Increase classroom participation. Reduce absenteeism – shows link to development of SEL skills.	TBD
End-of-the Year Targets (outcome data)	Analyze data from the surveys / journals/ student observation/behavior referrals	We hope to see reduced disciplinary infractions. High ratings on social emotional learning surveys.	TBD

KEY STRATEGY 2

Parent Engagement

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?
Invite prospective new parents into the building for orientation (to meet teachers, look at classroom organizations, hear the principal's mission and vision for the 25-26 new school year. Implement parent suggestion box/survey		June 2025
Create a parent suggestion box/survey .		September 2025

Instructional Key Strategies for Improvement

Plan to conduct Open School Night during the first full week of September.	September 2025
Strengthen communication between our school and families. Build parent capacity to support student learning at home through parent workshops in ELA and math.	February 2026
Communicate frequently and clearly (i.e., monthly newsletters, Remind app, email, robocalls) and foster strong, meaningful, and consistent engagement between parents and the school community.	Throughout the 2025-2026 school year
Implement culturally responsive practices and host an International Cultural Day allowing parents to participate in ways that reflect their own cultures (i.e., potluck dinner). This will help create a welcoming and inclusive school environment for all families.	May 2026
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?	
Make robo calls and flyers to invite parents to events. Meet with the PTA President to review goals and objectives for engaging parents.	2 weeks before event
Reward for the class/grade level with the highest participation in the event.	Within 1 week after event
Elicit more parent involvement and PTA support. We would like the staff to attend more PTA meetings. The PTA meetings must be held more regularly.	Ongoing
Establish committees dedicated to enhancing morale and engagement among all members of the school community.	Sept 2025
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Make robo calls and flyers to invite parents to events.	September 2025
Reward for the class/grade level with the highest participation in the event.	November 2025
Elicit more parent involvement and PTA support.	September 2025
Evaluate the effectiveness of the above strategies and use the results to determine whether to continue, modify, or restructure the committee and/or the event itself.	November 2025

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
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Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	Review feedback submitted through individual class suggestion boxes and/or the school-wide suggestion box.	A projected participation of 75 parents.	TBD
Mid-Year Benchmark(s) (outcome data)	Collect and record information from previous parent engagement events such as attendance and survey responses.	A projected participation of 100 parents.	TBD
End-of-the Year Targets (outcome data)	Collect and record information from previous parent engagement events such as attendance and survey responses.	A projected participation of 150 parents	TBD

KEY STRATEGY 3		Data Driven Instruction (DDI)	
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Establish leadership buy-In & vision. Clarify the purpose of DDI with leadership and instructional staff. Define how DDI aligns with school goals (academic growth, equity, instructional excellence).			August 2025
Form a DDI Team Identify key staff (administrators and instructional staff).			September 2025

Assign roles such as data manager, facilitator, analyst, and instructional leader.	
Audit current data systems. Review previous year's data (state, district, benchmark, formative). Evaluate current tools/platforms for collecting and analyzing data. Identify gaps in assessment frequency and usability.	September 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?
• Implement DDI with fidelity. • Collect baseline data within the first 2–3 weeks. • Hold first round of data meetings using protocols. • Provide coaching and feedback. • Observe instruction following data meetings to ensure alignment with action plans. • Offer real-time coaching and celebrate teacher wins. • After 6 weeks, assess what's working and what's not. • Adjust frequency of meetings, supports, and/or assessment strategies as needed. • Create an assessment calendar. • Schedule baseline, interim, and summative assessments for the year. • Administer formative assessments throughout the year. • Ensure alignment to priority standards and pacing guides. • Design data protocols. • Create templates for data analysis meetings (i.e., Data Driven Protocols). • Determine structures for regular meetings (weekly, bi-weekly). • Define how teachers will analyze data (error analysis, misconceptions, subgroup trends). • Plan professional development. • Schedule back-to-school PD with DDI focus. • Address topics such as using assessment tools, analyzing data, action planning, and re-teaching strategies.	August 2025

Instructional Key Strategies for Improvement

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?
Review the effectiveness of DDI implementation.	October 2025
Analyze and revise current practices.	August 2025
Evaluate program efficiencies.	
Collect and review feedback from teachers and students and implement new practices.	November 2025

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)	IReady BOY State Exams Informal teacher assessments	Each teacher identifies one to two reteaching strategies to trial. School leadership develops DDI walkthrough or observation tools	TBD
Mid-Year Benchmark(s) (outcome data)	iReady MOY Common Assessments Informal Teacher Assessments	Data meetings are happening consistently and include evidence of data analysis (student work, break down by standard) Teachers can identify groups for reteaching based on data and articulate reteaching strategies being used.	TBD
End-of-the Year Targets (outcome data)	iReady EOY Common Assessments Informal Teacher Assessments	The leadership team uses end of year data to inform summer PD and next year's instructional priorities.	TBD

KEY STRATEGY 4

Instructional 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?
	Engage in training focused on planning, engagement strategies, and foundational practices.	August 2025

Instructional Key Strategies for Improvement

Distribute curriculum materials, planning tools, and instructional support structures.	September 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?
Establish consistent expectations through weekly collaborative planning (i.e., PLC meetings).	September 2025
Teachers will receive ongoing support from the principal, assistant principal, special education supervisor, and MTSS team. .	September 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Utilize mid-year data to provide differentiated support.	February 2026
Focus on refinement and consistency across all classrooms.	October 2025

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)	Review common assessment data. Review lesson plans. Observe lessons. Provide feedback.	Weekly collaborative planning sessions are established and monitored (i.e., PLC) Baseline classroom walk-throughs and informal observations begin.	TBD

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	Review common assessment data. Review lesson plans. Observe lessons. Provide feedback. Track levels of student involvement, grasp of content, and academic performance.	Walk-through data shows increasing consistency with lesson objectives, student engagement, and checks for understanding.	TBD
End-of-the Year Targets (outcome data)	Review common assessment data. Review APPR Measure student growth Analyze EOY iReady Data	Lesson plans, student work, assessment data show alignment with instructional goals.	TBD

Non-Instructional Key Strategies for Improvement

Non-Instructional Key Strategies for Improvement

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	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Severin Cornelius	Principal	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Donna Bailey	Special Education Teacher	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Sharon Allwood	Teacher	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Donna Dececco	Reading Specialist	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25

Our Team's Process

Phylicia Harris	School Psychologist	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Joycelin Rios	ENL Teacher	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Alexis Gonzalez	Teacher Assistant	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Dhalia Moodie	Parent	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25
Ryan Moodie	Student	6/3/25	6/9/25	6/11/25	6/16/25	6/16/25	6/23/25	6/24/25

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

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

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

Plan Monitoring and Development

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

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

Budget Code

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

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

Expenses That Go Across Key Strategies

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

Instructional Key Strategy Implementation

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

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

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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

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

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

Non-Instructional Key Strategy Implementation

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

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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			

Plan Monitoring Expenses

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

2026-27 Plan Development Expenses

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