



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon City School District	Mount Vernon STEAM Academy	7 - 12

Collaboratively Developed By:

The Mount Vernon STEAM Academy SCEP Development Team
(SCEP Team Members: Dr. Christopher Pearce, Ms. Ana Rodriguez, Mrs. Falliemarie Caldwell, Mr. Alton Hyman, Mr. Tobias Mag, Ms. Monique Porter, Mrs. Jill Liberman, Mr. Leonard Oduro)

And in partnership with the staff, students, and families of Mount Vernon STEAM Academy.

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**.
- **The 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 plans 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)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

- A significant majority of students reported feeling safe at school; therefore, a dedicated strategy addressing safety is not required at this time.
- While 63% of students indicated they feel they have choices in their learning, this leaves a notable portion who may not share that experience. To address this, we will implement student focus groups aimed at expanding student voice and ensuring all learners perceive they have meaningful choices.
- Interview responses also revealed a lack of academic support. As a result, we will introduce in-school academic interventions as a core component of our strategic plan.

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.
Academic support and multi-tiered interventions are provided throughout the school day to strengthen literacy across disciplines and boost student achievement and well-being.	NEW X <u>EXPAND</u> REFINE	• MTSS Tier 3 academic interventions will be extended into lunch periods in collaboration with administrators. • Skill development will be supported during the school day through the Renaissance Program, Sit And Write (SAW) exercises, graphic organizers, using collaborative learning, small groups, and targeted student pull-outs. • School counselors will provide Tier 3 interventions weekly.
Create and implement unit and lesson plans that are aligned to the district's curriculum and includes the four C's (creativity, collaboration, communication, and critical thinking)	☐ NEW ☐ EXPAND ☐ X <u>REFINE</u>	• Unit and lesson plans will incorporate explicit direct instruction aligned with learning targets and success criteria. • Courses and lessons aligned with the District's Curriculum Guide.
Increase intentional cooperative learning and collaborative activities through Project Based Learning, SEL, and civic readiness.	☐ NEW ☐ EXPAND ☐ X <u>REFINE</u>	• Incorporate interdisciplinary and cross-curricular projects into the curriculum to deepen learning connections and promote writing. • Prioritize increased writing opportunities within these projects to promote critical thinking, collaboration, communication, and creativity.

Instructional Key Strategies for Improvement

Monitor student progress through 5-week data cycles	☐ NEW ☐ EXPAND ☒ <u>REFINE</u>	Enhanced data analysis will be used to guide instructional decisions and tailor teaching strategies. This insight will also shape collaborative lesson planning within Professional Learning Communities.
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Implementation

How will we do this?

KEY STRATEGY 1	Academic support and multi-tiered interventions are provided throughout the school day to strengthen literacy across disciplines and boost student achievement and well-being.	
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?
Tier 3 students have been identified based on established academic and behavioral indicators.		6/2025 to 8/2025
A tracker will be developed to track students who have failed multiple marking periods, ensuring timely interventions and progress updates.		6/2025 to 8/2025
Adapt and refine plans for immediate intervention for Tier 3 students.		6/2025 to 8/2025
Conduct a comprehensive analysis of state and local assessment data to identify areas of strength and opportunities for growth within the learning standards. Use findings to inform instructional strategies and shape targeted professional development initiatives aimed at improving student outcomes.		6/2025 to 8/2025
Analyze iReady Data for incoming 9th grade students struggling in vocabulary and reading and conduct a comprehensive and informational action plan		6/2025 to 8/2025
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?
Analyze a range of data sources—including common assessments, Progress Reports, marking period outcomes, attendance records, behavioral patterns, incident reports, and suspension history—to determine a targeted group of students in need of academic and behavioral support.		November, 2025
Develop and implement a structured action plan to monitor progress and deliver timely intervention services for students who have failed multiple courses.		November, 2025
Meet with key stakeholders (parents, teachers, counselors, and administrators) to develop individualized learning plans for identified students.		November, 2025
Enrollment in Academic Power Hour and Saturday School		November, 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?
Continuously monitor, evaluate, and audit all operational systems to ensure organizational effectiveness and maximize productivity	February to June, 2026
Adapt and enhance strategic approaches to drive sustainable growth and improve overall institutional performance.	February to June, 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. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)	- Local Assessments - Progress Reports - Report Cards - Attendance - Behavioral Patterns - Suspensions - Progress Monitoring Trackers	85% of all students will be making satisfactory academic progress. - Improved Attendance 80% of students will show improved skills across the curriculum - Improvement in positive behaviors - Reduction in suspension. - Improved teacher feedback. - Enhanced student-counselor tiered interventions	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	• Local Assessments • Progress Reports • Report Cards • Attendance • Behavioral Patterns • Suspensions • Progress Monitoring Trackers	• 85% of all students will be making satisfactory academic progress. • Improved Attendance • 80% of students will show improved skills across the curriculum • Improvement in positive behaviors • Reduction in suspension. • Improved teacher feedback. • Enhanced student-counselor tiered interventions	
End-of-the Year Targets (outcome data)	• Local Assessments • Progress Reports • Report Cards • Attendance • Behavioral Patterns • Suspensions	• 85% of all students will be making satisfactory academic progress. • Improved Attendance • 80% of students will show improved skills across the curriculum • Improvement in positive behaviors • Reduction in suspension. • Improved teacher feedback. • More informal data from teachers during PLCs on classroom behaviors. • Shorter Tier 3 list for upcoming school year. • Enhanced student-counselor tiered interventions.	

Instructional Key Strategies for Improvement

KEY STRATEGY 2	Create and implement unit and lesson plans that are aligned to the district's curriculum and includes the four C's (creativity, collaboration, communication, and critical thinking)
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?	
• Educators will utilize the STEAM Instructional Portal to access and integrate resources that support explicit direct instruction, MTSS, learning targets and success criteria, effective questioning strategies, and differentiated instruction.	August, 2025
• The STEAM Portal will be updated to align with lesson planning needs for the 2025–2026 academic year.	August, 2025
• The lesson plan feedback log will be reviewed and revised by administrators to ensure it provides meaningful, actionable input for instructional improvement.	August, 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
• Administrators will review and provide constructive feedback on teachers' lesson plans to ensure alignment with instructional goals and best practices. • Weekly meetings with new teachers to provide pedagogical support.	Throughout the 2025 to 2026 school year.
• Expand the use of classroom walkthroughs to gather qualitative data that informs teaching strategies and supports continuous improvement.	Throughout the 2025 to 2026 school year.
• Collaborative lesson planning, grounded in analysis of state and local assessments and curriculum standards.	Throughout the 2025 to 2026 school year.
• Curriculum Audits will be conducted with district curriculum guide during PLCs.	Throughout the 2025 to 2026 school year.
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?	
• Administrators will review and provide constructive feedback on teachers' lesson plans to ensure alignment with instructional goals and best practices. • Weekly meetings with new teachers to provide pedagogical support.	Throughout the 2025 to 2026 school year.
• Expand the use of classroom walkthroughs to gather qualitative data that informs teaching strategies and supports continuous improvement.	Throughout the 2025 to 2026 school year.

Instructional Key Strategies for Improvement

Collaborative lesson planning, grounded in analysis of state and local assessments and curriculum standards.	Throughout the 2025 to 2026 school year.
Curriculum Audits will be conducted with district curriculum guide during PLCs.	Throughout the 2025 to 2026 school year.

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)	- Lesson Plans - Walk Through Data	100% of teachers will submit lesson plans weekly. 80% of teachers will be using High level questions in their instruction. 100% of students will be engaged in meaningful instruction in all courses.	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	• Lesson Plans • Walk Through Data	• 100% of teachers will submit lesson plans weekly. • 90% of teachers will be using High level questions in their instruction. • 100% of students will be engaged in meaningful instruction in all courses. • Enhanced use of graphic organizers. • Challenging academic experiences aligned to Next Gen Standards. • Application of multiple effective teaching strategies. • Increased emphasis on vocabulary across the curriculum. • Increased Regents preparation throughout the school year. • Increased spiraling of State Standards.	
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Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	• Lesson Plans • Walk Through Data • Teacher Evaluations	• 100% of teachers will submit lesson plans weekly. • 95% of teachers will be using High level questions in their instruction. • 100% of students will be engaged in meaningful instruction in all courses. • Enhanced use of graphic organizers. • Challenging academic experiences aligned to Next Gen Standards. • Application of multiple effective teaching strategies. • Increased emphasis on vocabulary across the curriculum. • Increased Regents preparation throughout the school year. • Increased spiraling of State Standards. • Increased number of data meetings between teachers and administrators.	
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KEY STRATEGY 3	Increase intentional cooperative learning and collaborative activities through Project Based Learning, SEL, and Civic Readiness.		
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?	
• Conduct a comprehensive review of the project-based learning program implemented during the 2024–2025 school year to evaluate its effectiveness by identifying key strengths and areas for improvement.	When will this be in place?		August, 2025
• Facilitate strategic meetings with community stakeholders to initiate and develop sustainable partnerships that support school initiatives and student success.			June to August, 2025

Instructional Key Strategies for Improvement

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?	
Design or find targeted workshops to equip staff with the strategies and tools necessary for effective implementation of project-based learning across instructional settings.	September, 2025
Display completed Project Based Learning activities on STEAM Days.	Throughout the School Year 2025 to 2026
Utilize the CASEL framework to promote SEL through explicit instruction and trusting relationships.	Throughout the School Year 2025 to 2026
Enhance existing STEAM Days by integrating community-based activities that promote social-emotional learning and strengthen student engagement through real-world connections.	Throughout the School Year 2025 to 2026
Strengthen collaborative learning by fostering peer-to-peer engagement and implementing targeted lesson planning aligned with the school's instructional focus on increasing student engagement.	Throughout the School Year 2025 to 2026
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?	
Display completed Project Based Learning activities on STEAM Days.	Throughout the School Year 2025 to 2026
Utilize the CASEL framework to promote SEL through explicit instruction and trusting relationships.	Throughout the School Year 2025 to 2026
Enhance existing STEAM Days by integrating community-based activities that promote social-emotional learning and strengthen student engagement through real-world connections.	Throughout the School Year 2025 to 2026
Strengthen collaborative learning by fostering peer-to-peer engagement and implementing targeted lesson planning aligned with the school's instructional focus on increasing student engagement.	Throughout the School Year 2025 to 2026
Coordinate student-led community outreach experiences that extend learning beyond the classroom and foster civic responsibility, empathy, and real-world application of academic skills.	March to June, 2026
Embed cross-curricular and interdisciplinary project-based learning into lesson planning to deepen student understanding, foster critical thinking, and enhance real-world application of knowledge across content areas.	March to June, 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. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)	• Lesson Plans • Civic Readiness participation data • STEAM Days walkthroughs • STEAM Day schedules	• 85% of all teachers will be planning Project Based Learning Activities. • 40% of students will participate in civic readiness projects. • 80% of all teachers will display work products from project-based learning. • At least one SEL community-based activity will be planned per STEAM Day.	
Mid-Year Benchmark(s) (outcome data)	• Lesson Plans • Civic Readiness participation data • STEAM Days walkthroughs • STEAM Day schedules	• 90% of all teachers will be planning Project Based Learning Activities. • 60% of students will participate in civic readiness projects. • 85% of all teachers will display work products from project-based learning. • At least one SEL community-based activity will be planned per STEAM Day.	

Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	• Lesson Plans • Civic Readiness participation data • STEAM Days walkthroughs • STEAM Day schedules	• 90% of all teachers will be planning Project Based Learning Activities. • 90% of students will participate in civic readiness projects. • 90% of all teachers will display work products from project-based learning. • At least one SEL community-based activity will be planned per STEAM Day.	
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KEY STRATEGY 4		Monitor student progress through 5-week data cycles	
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?	
• The Common Assessment submission and analysis log will be reviewed and revised by administrators to ensure it provides meaningful, actionable input for instructional improvement.		When will this be in place? August, 2025	
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
• Teachers will meet in subject teams to develop Common Assessments.		When will this be in place? Throughout the School Year 2025 to 2026	
• Teachers and administrators will use PLC meetings to complete diagnostics on Summative Assessment data and use those diagnostics to inform instruction.		Throughout the School Year 2025 to 2026	
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?	

Instructional Key Strategies for Improvement

Teachers will meet in subject teams to develop Common Assessments.	Throughout the School Year 2025 to 2026
Teachers and administrators will use PLC meetings to complete diagnostics on Summative Assessment data and use those diagnostics to inform instruction.	Throughout the School Year 2025 to 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. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Local Summative Assessment Data	100% of all teachers submit and administer Common Assessments. 100% of all teachers engage in local summative assessment data analysis during PLCs - Teachers and Administrators collaborate on using summative assessment data to inform instruction.	
Mid-Year Benchmark(s) (outcome data)	- Local Summative Assessment Data - Lesson Plans	100% of all teachers submit and administer Common Assessments. 100% of all teachers engage in local summative assessment data analysis during PLCs 80% of teachers use formative/summative assessment data to inform instruction.	

Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	- Local Summative Assessment Data - Lesson Plans	100% of all teachers submit and administer Common Assessments. 100% of all teachers engage in local summative assessment data analysis during PLCs 90% of teachers use formative assessment data to inform instruction.	
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Academic Performance Targets

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

We believe the 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>

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s)	• Submission of lesson plans on Schoology • Student engagement • Walkthrough data • Teacher assessment data • Common Assessment grades • Common Assessment data, Report Card data • Participation in SEL activities • Participation in Civic Readiness program	• Key Strategy 2 • Key Strategy 2 and 3 • Key Strategy 2 • Key Strategy 2 • Key Strategy 4 • Key Strategy 1 • Key Strategy 3 • Key Strategy 1 and 3	• 85% of all students will be making satisfactory academic progress. • Improved Attendance • 80% of students will show improved skills across the curriculum • Improvement in positive behaviors • Reduction in suspension. • Improved teacher feedback. • 100% of students will be engaged in meaningful instruction in all courses.	
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Instructional Key Strategies for Improvement

End-of-the Year Targets	• Submission of lesson plans on Schoology • Student engagement • Walkthrough data • Teacher assessment data • Common Assessment grades • Common Assessment data, Report Card data • Participation in SEL activities • Participation in Civic Readiness program	• Key Strategy 2 • Key Strategy 2 and 3 • Key Strategy 2 • Key Strategy 2 • Key Strategy 4 • Key Strategy 1 • Key Strategy 3 • Key Strategy 1 and 3	• 90% of all students will be making satisfactory academic progress. • Improved Attendance • 85% of students will show improved skills across the curriculum • Improvement in positive behaviors • Reduction in suspension. • Improved teacher feedback. • 100% of students will be engaged in meaningful instruction in all courses.	
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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)
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Instructional Key Strategies for Improvement

Student Survey	- Adults working at this school treat all students respectfully. - Teachers at this school are interested in me as a person. - I have a strong, trusting relationship with at least one adult in this school. - I participate in at least one school or extracurricular activity. - My school has helped me develop the skills and knowledge I will need after I graduate. - There are bulletin boards promoting Social and Emotional Health support services that are available to me. - I participated in Academic Power Hour and/or Saturday School. - STEAM offers programs that introduce	- Key Strategy 1 - Key Strategy 3 - Key Strategy 3 - Key Strategy 3 - Key Strategy 1 and 4 - Key Strategy 1 - Key Strategy 1	65% 71% 78% 59% 70% 72% 34% 75%	100% 100% 100% 85% 100% 95% 85% 95%	

Instructional Key Strategies for Improvement

	students to a post-secondary educational experience.	Key Strategy 4			
Staff Survey	- I consistently welcome students daily into the school building and promote a positive rapport with my students. - I can manage almost any student behavior problem. - I have high expectations for all students. - The school makes sure all students can experience success. - Students are learning what they need to be successful in the next grade or after graduation. - Helping students meet challenging academic goals is a primary focus of my school.	- Key Strategy 1 - Key Strategy 1 - Key Strategy 2 & 3 - Key Strategy 1 – 4 - Key Strategy 2 and - Key Strategy 1 and 2	95% 70% 95% 74% 59% 70%	100% 95% 100% 100% 100% 100%	
Family Survey	- My child's schoolwork is challenging. - This school has high expectations for students. - Students receive the support they need for academic and	- Key Strategy 1 and 4 - Key Strategy 2 - Key Strategy 2	82% 90% 84% 84% 83%	100% 100% 100% 100% 100%	

Instructional Key Strategies for Improvement

	career planning. • I am satisfied with the education my child receives in school. • MV STEAM creates a welcoming and supportive atmosphere that my students enjoy attending daily.	• Key Strategy 2 • Key Strategy 1 and 3			
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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.
Establish Focus Groups	☒ X NEW ☐ EXPAND ☐ REFINE	Focus groups will include students from every grade level to support informed decision-making. These groups will also offer students the opportunity to engage with peers and share their ideas.

Implementation

(How will we do this?)

KEY STRATEGY 1	Establish Focus Groups
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?
• Create groups of students, staff, and parents to meet in focus group meetings throughout the year.	August, 2025
• Interview groups on different topics related to student choice and policy in the building.	August, 2025

Non-Instructional Key Strategies for Improvement

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?		
- Facilitate monthly focus group meetings to address building-wide concerns and actively engage all stakeholders in shared decision-making processes. - Student surveys		Throughout the School Year 2025 to 2026
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?		
- Facilitate monthly focus group meetings to address building-wide concerns and actively engage all stakeholders in shared decision-making processes. - Student surveys		Throughout the School Year 2025 to 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. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Student, Parent, and Staff Surveys	- Increased student buy-in 80% of all students, parents and staff will complete surveys. - Increase in Strongly Agree or Agree responses on survey.	
Mid-Year Benchmark(s) (outcome data)	Student, Parent, and Staff Surveys	- Increased student buy-in 85% of all students, parents and staff will complete surveys. - Increase in Strongly Agree or Agree responses on survey.	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	Student, Parent, and Staff Surveys	- Increased student buy-in 90% of all students, parents and staff will complete surveys. - Increase in Strongly Agree or Agree responses on survey.	
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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)	Student, Parent, and Staff Surveys	Key Strategy 1	- Increased student buy-in 85% of all students, parents and staff will complete surveys. - Increase in Strongly Agree or Agree responses on survey.	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets	Student, Parent, and Staff Surveys	Key Strategy 1	- Increased student buy-in 90% of all students, parents and staff will complete surveys. - Increase in Strongly Agree or Agree responses on survey.	
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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 accepted and welcomed by my teachers and staff when I arrive at MV STEAM daily. - I feel safe at this school. - STEAM Academy offers several ways for students to be a part of shaping their learning. - STEAM Academy has a	Key Strategy 1 and 5	89% 76% 76% 59%	100% 100% 100% 100%	

Non-Instructional Key Strategies for Improvement

	Student Body Government that represents my class				
Staff Survey	- I believe STEAM Academy takes students' voices into consideration when planning and implementing its learning approaches. - I am capable of advocating and expressing ideas that will amplify student voice and increase participation in decision making.	Key Strategy 5	38% 59%	95% 95%	
Family Survey	- My child feels connected to this school. - Parent/Guardian input is valued at my school. - Families are encouraged to attend school-sponsored activities. - STEAM Academy offers several opportunities for families to partner with students and faculty as collaborative decision makers in their child's education. - I believe STEAM Academy takes students' voices	Key Strategy 1 and 5	80% 80% 88% 72% 72%	100% 100% 100% 100% 100%	

Non-Instructional Key Strategies for Improvement

	into consideration when planning and implementing its learning approaches.				
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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 Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>

Our Team’s Process

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			