



# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon City School District	Traphagen Elementary	Pre-K to 6

### Collaboratively Developed By:

**The Traphagen SCEP Development Team:**

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*And in partnership with the staff, students, and families of Traphagen Elementary.*

## Guidance for Teams

### Navigating the Plan

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

### Before Writing the Plan

Before working on this document, school teams should have:

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

### Key Strategies

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

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

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

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

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

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

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

## Key Strategy Implementation

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

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

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

## Key Strategy Progress Monitoring

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

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

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

## Performance Targets

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

## Ongoing Monitoring

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

## SCEP Rubric

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

## Resources for Team

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

## Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	X
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	X
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	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 by highlighting the need for stronger emotional support and understanding from staff. Students shared that schoolwork can be hard and that pressures at home sometimes affect their performance. As a result, we included a focus on social-emotional learning, teacher training in student well-being, more flexible and supportive instruction, and efforts to build stronger staff-student relationships.

## 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.**

The school team utilized a needs assessment process to identify gaps in performance across all student groups, with a focused lens on subgroups such as Students with Disabilities (SWD), English Language Learners (ENL), and economically disadvantaged students. Through an analysis of multiple data sources—such as state assessment results, progress monitoring tools, formative assessments, attendance, discipline data, and stakeholder feedback—it became clear that these subgroups were in need of greater targeted support.

The strategies included in this plan are specifically designed to address the barriers these subgroups face. For example, the plan includes professional development focused on inclusive instructional practices, differentiated instruction, and co-teaching models that foster access and engagement for SWD and ENL students in general education settings. In addition, there is an intentional emphasis on student agency, literacy, critical thinking, small group instruction and SEL.

Furthermore, the implementation of the Multi-Tiered System of Supports (MTSS) framework ensures that students are consistently monitored and provided with timely, data-driven interventions. In addition, teachers will receive PD on the RTI Block, identifying interventions, differentiating instruction etc.

To ensure these strategies are effectively impacting student outcomes, the team will engage in continuous data analysis cycles to monitor subgroup progress, adjust interventions, and provide coaching and support for staff. The alignment between identified needs, selected strategies, and regular progress monitoring gives the team a high degree of confidence that the plan will result in improved performance for these subgroups.

## Instructional Key Strategies for Improvement

### Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p><b>KEY STRATEGY</b> (What are we doing?)</p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses.</p> <p><i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i></p>
<p>1. Empower students to take ownership of their learning by designing rigorous, literacy-rich learning experiences across all content areas that foster critical thinking, resilience, and social-emotional well-being. This strategy promotes student agency by equipping learners with the skills to navigate academic challenges, think independently, communicate effectively, and seek support both inside and outside the classroom. Literacy skills will be taught through the Science of Reading approach (which includes the Big 6 Skills and Competencies) which allows for the gradual release of responsibility for students. The goal is to improve reading outcomes for all students by providing educators with the</p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE                 </p>	<p>We believe student agency is essential for meaningful engagement in the teaching and learning process. When students build agency, they become better equipped to overcome challenges, seek out support, collaborate effectively and take ownership of their learning. This not only prepares them for success in higher education but also helps them thrive socially. Developing agency boosts student motivation, engagement, and their capacity to act on and positively influence their environment. It also empowers them to make thoughtful decisions and positive choices that support their personal growth and well-being.</p> <p>According to the Student Interest Survey data, only 32% of students felt they were not supported when struggling with a particular subject. Additionally, just 25% of students did not feel they were challenged by the curriculum.</p> <p>According to the DTSDE Survey, only 53% of students feel that teachers have enough time to get through the curriculum. Also, less than half of all students (47%) feel they receive support that addresses their individual needs.</p> <p>We believe this key strategy is crucial to pursue because student agency promotes student engagement, creativity, and inquiry while building positive relationships with their peers and staff.</p>

Instructional Key Strategies for Improvement

<p>knowledge and tools needed to teach effectively. The math curriculum will be built on foundational skills scaffolded through the years, allowing students to apply their knowledge to solve problems.</p>		<p>Creativity and inquiry are beneficial and encourage students to pose questions, think critically, make connections, and share experiences. This foundation strengthens their understanding across content areas.</p>
<p>2. Continue to deepen the implementation and understanding of the MTSS (Multi-Tiered System of Support) model among staff, students, and families. This work will be supported through faculty meetings, PLCs, curriculum planning sessions, and scheduled MTSS meetings and coaching sessions with teachers. In addition, there will be scheduled family workshops on the MTSS model.</p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> <b>EXPAND</b>  <input type="checkbox"/> REFINE         </p>	<p>The needs assessment revealed several areas where targeted support can lead to improved student outcomes. Specifically, teachers expressed a need for professional development in the following instructional areas:</p> <ul style="list-style-type: none"> <li>• <b>Small group instruction</b> – Many teachers indicated they were not fully confident in planning and delivering effective small group lessons, particularly in differentiating for diverse learners. Enhancing this skill set will allow for more personalized learning experiences and support for all students.</li> <li>• <b>Instructional practices such as modeling and mini-lessons</b> – Feedback showed a gap in the consistent use of modeling strategies and the structure of mini-lessons across classrooms. These are essential tools for helping students internalize new content and build independence.</li> <li>• <b>Use of assessments and progress monitoring</b> – The needs assessment highlighted that teachers want more training on using formative assessments to guide instruction and monitor student growth more effectively. Strengthening this area supports data-informed decision-making, which is central to student success.</li> <li>• <b>Progress Monitoring Tool-</b> <ul style="list-style-type: none"> <li>○ Establishing a Baseline</li> <li>○ Set Clear, Measurable Goals</li> </ul> </li> <li>• <b>Monitor at Regular Intervals</b> <ul style="list-style-type: none"> <li>○ Tier 1: monitor every 4–6 weeks</li> <li>○ Tier 2: monitor biweekly</li> <li>○ Tier 3: monitor weekly</li> <li>○ Record and Graph the Data</li> </ul> </li> <li>• <b>Analyze Results</b> <ul style="list-style-type: none"> <li>○ Adjust Instruction Based on Data</li> <li>○ Communicate with Stakeholders</li> </ul> </li> </ul>

## Instructional Key Strategies for Improvement

		<ul style="list-style-type: none"> <li>• <b>RTI (Response to Intervention) period instruction</b> – Teachers reported uncertainty around how to best utilize RTI time to provide targeted interventions. By improving this instructional block, students who need additional support will receive more focused, high-quality instruction.</li> </ul> <p>These findings confirm that professional development aligned to these areas is a critical next step. By building teacher capacity in these evidence-based practices, we can expect to see stronger instructional delivery, better differentiation, and more effective student support — all of which will contribute to improved academic, social, and emotional outcomes for our students.</p>
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### Implementation

#### *How will we do this?*

<b>KEY STRATEGY 1</b>	Empower students to take ownership of their learning by designing rigorous, literacy-rich learning experiences across all content areas that foster critical thinking, resilience, and social-emotional well-being. This strategy promotes student agency by equipping learners with the skills to navigate academic challenges, think independently, communicate effectively, and seek support both inside and outside the classroom. Literacy skills will be taught through the Science of Reading approach which allows for the gradual release of responsibility for students. Teachers will incorporate the Big 6 Skills and competencies in their instruction. The goal is to improve reading outcomes for all students by providing educators with the knowledge and tools needed to teach effectively. The math curriculum will be built on foundational skills scaffolded through the years, allowing students to apply their knowledge to solve problems.
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	
	When will this be in place?
<b>Create a professional learning community-</b> A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. Teachers will meet during Superintendent Conference Days to review student data and plan curriculum according to the Superintendent’s district mission.	August 2025/September 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
	When will this be in place?
<b>Involve students in decision making process-</b> Students will be involved in their learning process where they are given voice and choices in their learning, problem solving and creating something using a defined skill set. Students develop SMART goals for each marking period during a student teacher conference and review/revise them as needed. Teachers will also conference with students during the writing and reading process.	October 2025/ January 2026

## Instructional Key Strategies for Improvement

<p><b>Incorporate SEL activities in the morning schoolwide-</b> Morning meetings, check ins with students, focus on positive behavior and goal setting. During morning announcements, student accomplishments and birthdays are announced to celebrate students. Mindfulness exercises such as deep breathing and movement to assist children in managing stress. Family Involvement Events such as Career Day, Family Math Night, Veteran’s Day, Honor Roll Assemblies, and Multicultural Celebration.</p>	<p>October 2025/ January 2026</p>
<p><b>Create a professional learning community-</b> A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. Faculty meets weekly with their grade level colleagues to discuss curriculum and student needs. Faculty will also meet monthly for Curriculum Meetings after school. Additionally, teachers will review data and plan accordingly for small group instruction.</p>	<p>October 2025/ January 2026</p>
<p><b>Teachers will use a variety of programs to build on concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, and engaging.</b> – Teachers will use the district-created Units of Study, Ready Math, Ready ELA, Foundations, Discovery Education (Science), McGraw-Hill (S.S.), Literacy Pro, A-Z Learning, SPIRE (ELL), Leveled Literacy Intervention (LLI). Beginning and middle of the year diagnostic assessments and progress monitoring will be completed for iReady and SPIRE. Running records will be conducted for LLI.</p>	<p>October 2025/ January 2026</p>
<p style="text-align: center;"><b>SECOND HALF OF THE YEAR IMPLEMENTATION</b></p> <p>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</p>	<p style="text-align: center;">When will this be in place?</p>
<p><b>Involve students in decision making process-</b> Students will be involved in their learning process where they are given voice and choices in their learning, problem solving and creating something using a defined skill set. Students will review SMART goals for each marking period during a student teacher conference and revise them as needed. Teachers will also conference with students during the writing and reading process.</p>	<p>February 2025 through June 2026</p>
<p><b>Incorporate SEL activities in the morning schoolwide-</b> Morning meetings, check ins with students, focus on positive behavior and goal setting. During morning announcements, student accomplishments and birthdays are announced to celebrate students. Mindfulness exercises such as deep breathing and movement to assist children in managing stress. Family Involvement Events such as Literacy Night, Parent Involvement Day, Honor Roll Assemblies and Honor Roll Breakfast, and the Scholastic Book Fair.</p>	<p>February 2025 through June 2026</p>
<p><b>Create a professional learning community-</b> A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. Faculty will continue to meet weekly with their grade level colleagues to discuss curriculum and student needs. Faculty will also meet monthly for Curriculum Meetings after school. During this time, staff will also reflect on successes and challenges of the school year and make necessary adjustments. Teachers will review the growth of their students from beginning of year to end of year assessments.</p>	<p>February 2025 through June 2026</p>
<p><b>Teachers will use a variety of programs to build on concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, and engaging.</b> – Teachers will use the district-created Units of Study, Ready Math, Ready ELA, Foundations, Discovery Education (Science), McGraw-Hill (S.S.), Literacy Pro, A-Z Learning,</p>	<p>February 2025 through June 2026</p>

Instructional Key Strategies for Improvement

SPIRE (ELL), Leveled Literacy Intervention (LLI). End of the year diagnostic assessments and progress monitoring will be completed for iReady and SPIRE. Running records will be conducted for LLI.	

**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>
<p><b>Early Progress Milestones</b> (implementation/outcome data)</p>	<p><b>Involve students in decision making process-</b> SMART Goals</p> <p><b>Incorporate SEL activities in the morning schoolwide-</b> Attendance for Family School Events</p> <p><b>Create a professional learning community-</b> PLC agendas and data reviewed</p> <p><b>Teachers will use a variety of programs to build on concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, and engaging-</b> Benchmark assessments, progress reports, and report cards</p>	<p>We hope to see students following the steps to create their SMART goals and make improvements in their benchmarks, writing, and report cards.</p> <p>We hope to see less behavior management issues and well attended family centered activities. More than 80% of school families participate in school sponsored activities.</p> <p>We hope to see PLC's that evaluate curriculum and resources as they address student needs for whole group and small group instruction.</p> <p>We expect to see at least a 10–15-point growth from BOY to MOY.</p>	

Instructional Key Strategies for Improvement

<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p><b>Involve students in decision making process-</b> SMART Goals</p> <p><b>Incorporate SEL activities in the morning schoolwide-</b> Celebrating Achievements</p> <p><b>Create a professional learning community-</b> PLC agendas and data reviewed</p> <p><b>Teachers will use a variety of programs to build on concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, and engaging-</b> Benchmark assessments, progress reports, and report cards</p>	<p>We hope to see students implementing their SMART Goals and make improvements on their benchmarks, writing, and report cards.</p> <p>There will be at least 1-2 pieces of writing celebrated between October and January.</p> <p>We hope to see PLC's that evaluate curriculum and resources as they address student needs for whole group and small group instruction.</p> <p>We expect to see another growth of 10–15 points from MOY to EOY.</p>	
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Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p><b>Involve students in decision making process-</b> SMART Goals</p> <p><b>Incorporate SEL activities in the morning schoolwide-</b> Celebrating Achievements/Attendance for Family School Events</p> <p><b>Create a professional learning community-</b> PLC agendas and data reviewed</p> <p><b>Teachers will use a variety of programs to build on concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, and engaging-</b> Benchmark assessments, progress reports, and report cards</p>	<p>We hope to see students have met or exceeded their SMART Goals and made improvements on their benchmarks, writing, and report cards from the beginning of the year to the end of the year.</p> <p>We hope to see 80% of parents attending or volunteering at school events, as recorded on Parent Sign-In sheets. Also, there will be 3-4 writing pieces celebrated across all grades.</p> <p>We hope to see that teachers were able to meet at least once per week to collaborate with their peers.</p> <p>We expect to see 80% of students who are not proficient in math and ELA will move up at least one grade level. We also expect to see a 10% increase in Honor Roll recipients for grades 3 through 6.</p>	
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<p><b>KEY STRATEGY 2</b></p>	<p>Continue to deepen the implementation and understanding of the MTSS model among staff, students, and families. This work will be supported through faculty meetings, Professional Learning Communities (PLCs), curriculum planning sessions, and scheduled MTSS meetings and coaching sessions with teachers. In addition, there will be scheduled family workshops on the MTSS model.</p>
<p><b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?</p>	
<p>Review student data</p>	<p>When will this be in place? August/ September 2025</p>

Instructional Key Strategies for Improvement

Meet with members of the MTSS Team Review previous year's data (academics, behavior, Social Emotional Learning-SEL) to identify trends and inform planning.	September 2025
Develop and communicate schoolwide MTSS goals and timelines aligned with the SCEP.	September 2025
Use PLC grade level meetings and MTSS coaching sessions to ensure Tier 1 curriculum is implemented with fidelity across grade levels.	September 2025/ October 2025
<ul style="list-style-type: none"> <li>• Provide Professional Development (PD) on evidence-based Tier 1 instructional strategies (e.g., mini-lessons, modeling, checks for understanding).</li> <li>• Begin differentiation planning for diverse learners (ELLs, students with IEPs, etc.).</li> <li>• Launch initial coaching cycles focused on Tier 1 practices.</li> <li>• Grade level team meetings focus on reviewing universal screener data (i-Ready, NYS ELA and Math exams, etc.) and student grouping.</li> <li>• Progress Monitoring System</li> <li>• Train staff on the use of progress monitoring tools and data collection methods.</li> <li>• Create progress monitoring calendars aligned with RTI periods.</li> <li>• Host a Parent Workshop on the MTSS model (overview, explain tiers of support, ways families can partner with the school).</li> <li>• Schedule and hold initial meetings with parents of students receiving Tier 2 or Tier 3 support.</li> </ul>	September 2025/ October 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Principal Grade Level meetings- <ul style="list-style-type: none"> <li>• Begin differentiation planning for diverse learners (ELLs, students with IEPs, etc.).</li> <li>• Grade level team meetings focus on reviewing universal screener data (i-Ready, DIBELS, NYS ELA and Math exams, etc.) and student grouping.</li> <li>•</li> </ul>	September 2025/ October 2025
<ul style="list-style-type: none"> <li>• Provide PD on evidence-based Tier 1 instructional strategies (e.g., mini-lessons, modeling, checks for understanding).</li> <li>• Launch initial coaching cycles focused on Tier 1 practices.</li> </ul> Progress Monitoring System <ul style="list-style-type: none"> <li>• Train staff on use of progress monitoring tools and data collection methods.</li> <li>• Create progress monitoring calendars aligned with RTI periods.</li> </ul>	September 2025/ October 2025

## Instructional Key Strategies for Improvement

<ul style="list-style-type: none"> <li>• Host a Parent Workshop on the MTSS model (overview, explain tiers of support, how families can partner with the school).</li> <li>• Schedule and hold initial meetings with parents of students receiving Tier 2 or Tier 3 support.</li> </ul>	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<b>MTSS parent meetings</b>	October 2025 / January 2026
<b>Mid-Year Data Review &amp; Adjustment</b> <ul style="list-style-type: none"> <li>• Conduct data meetings to analyze mid-year benchmark assessments and progress monitoring data.</li> <li>• Identify students needing Tier movement (up or down).</li> <li>• Refine intervention groups for RTI periods.</li> </ul>	October / January 2026
<b>Instructional Coaching &amp; Support</b> <ul style="list-style-type: none"> <li>• Offer targeted coaching for teachers on differentiation and progress monitoring.</li> <li>• Focus walkthroughs on Tier 1 instruction (e.g., student engagement, academic talk, scaffolding).</li> </ul>	October 2025/ January 2026
<b>RTI Period Monitoring</b> <ul style="list-style-type: none"> <li>• Ensure intervention instruction is happening with fidelity.</li> <li>• Adjust groupings and strategies based on student data.</li> </ul>	October 2025/ January 2026
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Conduct PD on analyzing data to drive instruction.</li> <li>• Deepen PD around specific instructional practices (e.g., formative assessments, small group instruction).</li> </ul>	October 2025/ January 2026
<b>Staff Collaboration</b> <ul style="list-style-type: none"> <li>• Schedule mid-year vertical team check-ins to ensure alignment of Tier 1 strategies and expectations.</li> <li>• Use collaborative planning time for teachers to adjust units based on student needs</li> </ul>	October 2025/ January 2026
<b>Family Engagement</b>	October 2025/ January 2026

## Instructional Key Strategies for Improvement

<ul style="list-style-type: none"> <li>• Host parent-teacher conferences that include discussion of academic/behavior progress and MTSS supports.</li> <li>• Provide mid-year parent workshop: “How to Support Your Child at Home with Tiered Interventions.”</li> </ul>	
<p>Year-End Data Review &amp; Reflection</p> <ul style="list-style-type: none"> <li>• Review final progress monitoring and benchmark data to assess effectiveness of MTSS implementation.</li> <li>• Evaluate interventions and make recommendations for summer supports and next year’s services.</li> </ul>	<p>May 2026/June 2026</p>
<p>Planning for Next Year</p> <ul style="list-style-type: none"> <li>• Identify students who will need continued Tier 2/3 support in the fall.</li> <li>• Plan summer PD and adjust Tier 1 instructional focus based on end-of-year data.</li> <li>• Collect teacher feedback on the MTSS process and use it to improve systems.</li> </ul>	<p>May 2026/June 2026</p>
<p>Coaching &amp; Instructional Support</p> <ul style="list-style-type: none"> <li>• Conduct final coaching sessions focused on sustainability and celebrating growth.</li> <li>• Highlight exemplary Tier 1 and RTI instruction during staff meetings or PLCs.</li> </ul>	<p>May 2026/June 2026</p>
<p>Family Engagement</p> <ul style="list-style-type: none"> <li>• Send year-end MTSS progress reports to families.</li> <li>• Host a final parent workshop or family night focused on summer learning strategies and how to prevent academic regression.</li> </ul>	<p>May 2026/June 2026</p>
<p>Staff Communication &amp; Collaboration</p> <ul style="list-style-type: none"> <li>• Celebrate successes and reflect on MTSS implementation as a whole staff.</li> <li>• Begin planning updated MTSS structures in collaboration with the leadership team for the next school year.</li> </ul>	<p>May 2026/June 2026</p>

### Progress Monitoring

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

Instructional Key Strategies for Improvement

	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>
<p><b>Early Progress Milestones</b> (implementation/outcome data)</p>	<p>Universal screeners (e.g., i-Ready, DIBELS, ):</p> <p>Administer 3 times/year.</p> <p>Curriculum-embedded assessments: Used weekly/bi-weekly.</p> <p>Progress monitoring tools for Tier 2/3 students:</p> <p>Data team meetings (biweekly/monthly): Analyze growth and make instructional adjustments.</p> <p>RTI intervention logs: Document student groupings, frequency, and focus.</p>	<p>Screeners completed for all students with data uploaded and accessible.</p> <p>Initial data meetings held with Tier 2 and Tier 3 students identified and grouped.</p> <p>RTI/intervention periods scheduled and implemented consistently.</p> <p>Tier 1 instruction launched with consistency, with evidence of differentiation beginning in classrooms.</p> <p>Teachers and staff begin using progress monitoring tools for students receiving interventions.</p> <p>Positive turnout and engagement in initial MTSS parent workshop.</p> <p>Coaching and walkthroughs focused on foundational Tier 1 practices initiated.</p>	

Instructional Key Strategies for Improvement

<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p>Universal screeners (e.g., i-Ready, DIBELS, ):  Administer 3 times/year.</p> <p>Curriculum embedded assessments: Used weekly/bi-weekly.</p> <p>Progress monitoring tools for Tier 2/3 students:</p> <p>Data team meetings (biweekly/monthly): Analyze growth and make instructional adjustments.</p> <p>RTI intervention logs: Document student groupings, frequency, and focus.</p>	<p>Clear evidence of academic and behavioral growth in most Tier 2 students.</p> <p>At least some Tier 3 students showing partial gains or stability.</p> <p>Tier movement decisions made based on student data (e.g., students moving from Tier 3 to Tier 2).</p> <p>Tier 1 instruction is more targeted, consistent, and differentiated based on formative data.</p> <p>Data team and RTI meetings are occurring regularly with high-quality conversations.</p> <p>Staff demonstrate increasing confidence with progress monitoring and using data to adjust instruction.</p> <p>Increased collaboration among grade teams, vertical planning beginning.</p> <p>Parent meetings held with families of students receiving Tier 2 or 3 interventions.</p>	
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Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p>Universal screeners (e.g., i-Ready, DIBELS, ):</p> <p>Curriculum embedded assessments: Used weekly/bi-weekly.</p> <p>Progress monitoring tools for Tier 2/3 students:</p> <p>Data team meetings (biweekly/monthly): Analyze growth and make instructional adjustments.</p> <p>RTI intervention logs: Document student groupings, frequency, and focus.</p>	<p>Sustained growth among Tier 1 students, with the majority meeting benchmark expectations.</p> <p>Substantial progress for students in Tier 2 and significant gains (or refined next steps) for Tier 3 students.</p> <p>Teachers using data fluently to reflect on instruction and inform summer or fall planning.</p> <p>MTSS systems (intervention delivery, data use, progress monitoring) are consistent and documented.</p> <p>Coaching shows an observable impact on classroom practice and student outcomes.</p> <p>Family engagement efforts demonstrate increased parent understanding and involvement.</p> <p>MTSS team and leadership use data to evaluate and improve next year's implementation plan.</p>	
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**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.

Instructional Key Strategies for Improvement

	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)
<p><b>Mid-Year Benchmark (s)</b></p>	<p><b>Academic Data:</b></p> <p>Universal screeners (e.g., I-Ready, Curriculum-based assessments (e.g., unit tests, running records, etc.)</p> <p>Progress monitoring data (weekly/biweekly for Tier 2/3)</p> <p>RTI intervention logs (attendance, instructional focus, student engagement)</p> <p>PBIS Behavioral/Social-Emotional Data:</p> <p>Behavior Referrals</p> <p>PBIS Data</p> <p>Behavior incident tracking systems</p> <p>Attendance reports and chronic absenteeism rates</p> <p>SEL screeners or teacher rating scales</p> <p><b>Other Data Sources:</b></p> <p>Student work samples</p> <p>Teacher observation notes</p> <p>Report card grades or standards-based rubric scores</p> <p>Parent-teacher conference notes (for Tier 2/3 students)</p>	<p>High-quality Tier 1 instruction</p> <p>Differentiated small group instruction</p> <p>Targeted Tier 2/3 interventions during RTI periods</p> <p>Data-driven decision-making and student grouping</p> <p>Coaching and professional development for staff</p> <p>Family engagement and MTSS-focused workshops</p>	<p><b>Tier 1:</b> The majority (60–70%) of students are showing typical or better growth on mid-year screeners.</p> <p><b>Tier 2:</b> Most students receiving interventions are progressing toward grade-level expectations; some may be eligible for declassification.</p> <p><b>Tier 3:</b> Evidence of small but consistent gains or identification of new targeted strategies based on student needs.</p> <p><b>Instructional Practice:</b> PM data reflects instructional adjustments; teachers are regrouping students effectively.</p> <p><b>Engagement:</b> Fewer behavior referrals or absentee patterns among students receiving supports.</p>	

Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b></p>	<p><b>Academic Data:</b></p> <p>Universal screeners (e.g., I-Ready, Curriculum-based assessments (e.g., unit tests, running records, etc.)</p> <p>Progress monitoring data (weekly/biweekly for Tier 2/3)</p> <p>RTI intervention logs (attendance, instructional focus, student engagement)</p> <p><b>PBIS Behavioral/Social-Emotional Data:</b></p> <p>Behavior Referrals</p> <p>PBIS Data</p> <p>Behavior incident tracking systems</p> <p>Attendance reports and chronic absenteeism rates</p> <p>SEL screeners or teacher rating scales</p> <p><b>Other Data Sources:</b></p> <p>Student work samples</p> <p>Teacher observation notes</p> <p>Report card grades or standards-based rubric scores</p> <p>Parent-teacher conference notes (for Tier 2/3 students)</p>	<p>High-quality Tier 1 instruction</p> <p>Differentiated small group instruction</p> <p>Targeted Tier 2/3 interventions during RTI periods</p> <p>Data-driven decision-making and student grouping</p> <p>Coaching and professional development for staff</p> <p>Family engagement and MTSS-focused workshop</p>	<p><b>Tier 1:</b> 80%+ of students have met or exceeded growth targets on year-end benchmarks.</p> <p><b>Tier 2:</b> 85%+ of students receiving Tier 2 services have made measurable progress or returned to Tier 1.</p> <p><b>Tier 3:</b> Majority have shown meaningful growth and will have clearly defined transition plans for the next year.</p> <p><b>Instructional Improvements:</b> Evidence of more effective Tier 1 strategies being used across classrooms.</p> <p><b>Sustainability:</b> MTSS processes are embedded, with staff using data routinely and confidently to drive instruction.</p> <p><b>Equity:</b> Reduction in subgroup achievement gaps and more consistent support for at-risk students.</p>	
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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:

Instructional Key Strategies for Improvement

	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)
<b>Student Survey</b>	I feel that the staff at my school support me when I am struggling with a particular subject.	Instructional Key Strategy # 1 Instructional Key Strategy # 2	Sometimes- 24% Never- 8%	Sometimes- 10% Never- 0%	
<b>Staff Survey</b>	The professional development offered by MVCSD has positively influenced my teaching methods and my students' success.	Instructional Key Strategy # 1	Strongly Agree- 13% Agree- 38%	Strongly Agree- 35% Agree- 51%	
	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students	Instructional Key Strategy #2	Strongly Agree 7% Agree 10%	Strongly Agree 30% Agree 35%	
<b>Family Survey</b>	I feel that the staff at this school addresses the diverse learning needs of the students.	Instructional Key Strategy # 1 Instructional Key Strategy # 2	Strongly Agree- 35% Agree- 45%	Strongly Agree- 45% Agree- 45%	

## 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**.

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.

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> 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></p> <p><i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i></p>
<p>1. Foster a supportive and safe learning environment by implementing programs and practices that build positive, respectful relationships among students and adults. This strategy prioritizes social, physical, and academic well-being by promoting social-emotional competence, cultural competence, and inclusive community engagement. Through intentional relationship-building, restorative practices, and equity-centered approaches, we aim to create a school culture where all students feel valued, validated, understood, and empowered to thrive.</p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE                 </p>	<p>From the needs assessment and survey data collected, this is the right Key Strategy because 41% of our students feel comfortable expressing their feelings to the staff, while 67% feel that the staff can support them in a subject where they have challenges. According to the DTSDE survey students feel that bullying and cyberbullying along with respecting the teachers returned a data score of 50% or lower. This strategy aims to provide students with emotional support in social and academic situations where challenges are faced. The school will expand on this strategy by adding new programs and initiatives to the school to better serve the students. The school will build on this strategy by introducing new programs and initiatives to better support students. This includes the PPS staff, who are using survey results to inform targeted lessons, and group support based on students' needs.</p> <p>This strategy is expected to positively impact students by addressing multiple essential areas of their development—academic, social, emotional, and cultural issues. Here's how:</p>

Non-Instructional Key Strategies for Improvement

		<ol style="list-style-type: none"> <li>1. <b>Supportive and Safe Environment:</b> When students feel safe and supported, they are more likely to engage in learning, take academic risks, and build positive relationships. A strong sense of safety and belonging reduces anxiety and improves focus and attendance.</li> <li>2. <b>Positive Relationships:</b> Programs that foster respectful relationships between students and adults create trust, which is foundational for effective teaching and learning. Trusting relationships increase student motivation, participation, and behavior.</li> <li>3. <b>Social-Emotional Competence:</b> Teaching students to understand and manage their emotions, setting positive goals, and showing empathy helps them succeed both in and out of the classroom. This leads to better self-regulation, conflict resolution, and peer interactions.</li> <li>4. <b>Cultural Competence and Inclusion:</b> Emphasizing equity and cultural responsiveness ensures that all students feel seen and respected. When students' identities and backgrounds are valued, they are more likely to feel empowered, which boosts confidence and academic achievement.</li> <li>5. <b>Restorative Practices:</b> These approaches focus on strengthening relationships and fostering a sense of community through open communication and mutual respect rather than disciplinary action. They teach accountability, empathy, and problem-solving, contributing to a more supportive school climate and reducing discipline issues.</li> <li>6. <b>Whole-Child Focus:</b> By promoting students' social, physical, and academic well-being together, the strategy nurtures every aspect of student development, which leads to better long-term outcomes in both academic performance and life skills</li> </ol>
<p>2. Foster authentic family-school partnerships through inclusive and meaningful engagement opportunities that promote student growth and success. This includes offering parent workshops focused on the</p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE         </p>	<p>Our needs assessment revealed that fostering authentic and inclusive family-school partnerships is a critical strategy for advancing student success and well-being. Data trends from recent school climate surveys showed 39% of families feel that the school does not effectively communicate regarding school issues and decisions that impact their families. Additionally, 57% of families felt that their children were not engaged in after-school</p>

## Non-Instructional Key Strategies for Improvement

<p>Multi-Tiered System of Supports (MTSS) framework, strengthening two-way communication between families and school staff, promoting collaboration among parents, teachers, and administrators, and creating opportunities for families to participate in schoolwide and grade-level activities. These efforts support the development of students as effective communicators and global citizens by building strong connections between home and school, honoring diverse perspectives, and encouraging shared responsibility for academic and personal growth.</p>	<p>activities, citing a lack of programs and events. 77% of families felt meaningfully engaged in their child’s education or well-informed about academic and behavioral supports such as MTSS. We would like to use this positive outcome to influence and increase attendance at family workshops and schoolwide events, most notably due to the need for more accessible, purposeful, and culturally responsive engagement opportunities after school hours.</p> <p>Student interview responses echoed these findings. Many students expressed that they feel more supported and motivated when their families are actively involved and when teachers and parents are in regular communication. Several students also shared that when their parents understand school expectations and programs—especially academic and behavioral support systems—it helps them stay on track and feel more confident.</p> <p>This evidence affirms that strengthening communication and collaboration between families and schools directly supports student development as effective communicators and global citizens—core attributes of the NYS Portrait of a Graduate. By valuing diverse perspectives and building shared responsibility, this strategy empowers families as partners in the learning process, leading to improved student engagement, achievement, and social-emotional growth.</p>
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## Implementation

*(How will we do this?)*

### KEY STRATEGY 1

Foster a supportive and safe learning environment by implementing programs and practices that build positive, respectful relationships among students and adults. This strategy prioritizes social, physical, and academic well-being by promoting social-emotional competence, cultural competence, and inclusive community engagement. Through intentional relationship-building, restorative practices, and equity-centered approaches, we aim to create a school culture where all students feel valued, understood, and empowered to thrive

**BEFORE THE 1<sup>st</sup> 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

Schedule No Place For Hate Assemblies	August 2025/September 2025
Schedule Fitness and Wellness events	August 2025/September 2025
Schedule Math Night	August 2025/September 2025
Schedule Literacy Night	August 2025/September 2025
Schedule Meet and Greet and Parent teacher Conferences	August 2025/September 2025
Create timeline for schoolwide MTSS implementation	August 2025/September 2025
Create schedule for push in lessons regarding various social and emotional challenges with counselors and social worker	August 2025/September 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Set scheduled times for student safe spaces, involving students speaking with social worker and school counselor	September 2025
Conduct Meet and Greet	September 2025/October 2025
Plan activities and identifying staff Math Night	October 2025
Plan activities and identifying staff for Literacy Night	October 2025
Plan and identify themes and students participating in No Place For Hate	October 2025 through January 2026
Plan and identify themes and staff for Fitness and Wellness events	October 2025 through January 2026
Identify staff, create student rosters, and create criteria for Academic Power Hour	October 2025 through January 2026
Continue MTSS implementation with meetings and coaching sessions	October 2025 through January 2026
Begin GEM (Girls Embracing Maturity) program	October 2025 through January 2026
Counselor and social worker conduct lessons in classrooms to help students with conflict resolution, challenges in speaking about feelings, and social-emotional learning	October 2025 through January 2026
Begin Academic Power Hour	November 2025 through January 2026
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Conduct No Place for Hate Assemblies	Throughout the school year
Conduct Fitness and Wellness Events	Once a quarter
Conduct Math Night	Winter 2025/2026
Conduct Literacy Night	Winter 2025/2026
Conduct Parent Teacher Conferences	Biannually
Continue Academic Power Hour Program	February 2026 through June 2026

Non-Instructional Key Strategies for Improvement

Hold schoolwide and grade level MTSS meetings to discuss student progress and interventions	February 2026 through June 2026
Provide student safe spaces where students are comfortable sharing concerns	February 2026 through 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. What are our next steps? complete when reviewing data
<b>Early Progress Milestones</b> (implementation/outcome data)	The data that will be reviewed will primarily be the individuals who enroll in the programs being offered.	70% participation from the individuals who are enrolled. At least 70% of students asked to participate in lunch safe spaces will attend. At least one fitness and wellness activity per quarter.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	The data that will be reviewed will primarily be the attendance records for the programs being offered compared to those who enrolled.	70% participation and positive feedback or suggestions for growth using a Mid-Year Benchmark survey. At least 75% of students asked to participate in lunch safe spaces will attend.	
<b>End-of-the Year Targets</b> (outcome data)	The data that will be reviewed will primarily be the attendance records for the programs being offered compared to those who enrolled as well as end of the year survey to evaluate the effectiveness of each program.	80% attendance upon completion of the programs and family nights being offered. Surveys sent out to families asking for feedback on events held and academic power hour.	

<b>KEY STRATEGY 2</b>	Foster authentic family-school partnerships through inclusive and meaningful engagement opportunities that promote student growth and success. This includes offering parent workshops focused on the Multi-Tiered System of Supports (MTSS) framework, strengthening two-way communication between families and school
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## Non-Instructional Key Strategies for Improvement

staff, promoting collaboration among parents, teachers, administrators and creating opportunities for families to participate in schoolwide and grade-level activities.

These efforts support the development of students as effective communicators and global citizens by building strong connections between home and school, honoring diverse perspectives, and encouraging shared responsibility for academic and personal growth.

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>	<b>What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?</b>	<b>When will this be in place?</b>
	Create a monthly calendar of events	August 2025/September 2025
	Reintroduction to the framework and components of the MTSS model and process	August 2025/September 2025
	Plan and create parent education workshops (for examples: Technology support, ENL services, Special Education Services & MTSS framework)	August 2025/September 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		<b>When will this be in place?</b>
<b>What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?</b>		<b>When will this be in place?</b>
	Back to School Night	September 2025/ October 2025
	Parent Teacher Conferences	Biannual
	Family Cultural Celebration	November 2025
	Harvest Festival	October 2025/ November 2025
	Cultural Cookbook contributions from all stakeholders as a fundraiser (Process takes up to 6 weeks for publication)	September 2025 - December 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		<b>When will this be in place?</b>
<b>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</b>		<b>When will this be in place?</b>
	Family Literacy Night	Winter
	Family Math Night	Winter
	Moms and Muffins Dads and Donuts	May 2026/June 2026
	Winter Ball (Parent and Child Dance)	February 2026
	<b>Parent Involvement Day</b>	February 2026
	<b>One Book, One School (with a culminating school trip)</b> <ul style="list-style-type: none"> <li>• Reading is approximately a 4–5-week process.</li> <li>• The goal for the whole school trip would be spring.</li> </ul>	February 2026-March 2026
	Walk Your Child to School	March 2026

### Progress Monitoring

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

Non-Instructional Key Strategies for Improvement

	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>
<p><b>Early Progress Milestones</b> (implementation/outcome data)</p>	<p>We will review implementation data such as attendance at family workshops and school events, as well as communication frequency between families and staff. Outcome data will include parent and student survey responses, along with trends in student attendance, behavior, and academic performance to assess the impact of family engagement on student success.</p>	<p>We hope to see increased family participation in school events and workshops, improved communication between families and staff, and more positive survey responses reflecting stronger school-family partnerships. Additionally, we expect to see improvements in student attendance, behavior, and academic performance due to deeper family engagement.</p>	
<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p>We will review event and workshop attendance records, participation logs, family and staff survey results, communication tracking logs (such as emails, phone calls, or messages), and student data including attendance, behavior referrals, and academic performance reports.</p>	<p>Mid-year, at least half of families will have participated in school events or MTSS workshops, and survey data will show improved satisfaction with communication and family-school partnerships. Early trends will indicate positive impacts on student attendance, behavior, and academic performance.</p>	
<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p>We will continue to review event and workshop attendance records, participation logs, family and staff survey results, communication tracking logs (such as emails, phone calls, or messages), and student data including attendance, behavior referrals, and academic performance reports.</p>	<p>By year-end, at least 75% of families will have engaged in multiple school activities; surveys will reflect stronger school-family relationships, and data will show measurable improvements in student outcomes due to increased family involvement.</p>	

## 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](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

### Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Carol Quinones-Dixon	Principal	6/10	6/11	6/12	6/16	6/18	6/20	6/23 6/24 6/25 6/26 6/27
Megan Carliso	Resource Teacher	6/10	6/11	6/12	6/16	6/17	6/18	6/23 6/24 6/25
Stephanie Martino	School Counselor	6/10	6/11	6/12	6/16	6/17	6/18	6/23 6/24 6/25
Shane Davanzo	General Education Teacher	6/10	6/11	6/12	6/17	6/18	6/20	6/23 6/24 6/25
Alexandra Jean	Literacy Specialist	6/10	6/11	6/12	6/17	6/18	6/20	6/23 6/24

### Our Team's Process

								6/25
Claudia Carmona	ENL	6/10	6/11	6/12	6/17	6/18	6/20	6/23 6/24 6/25
Lauren Ramunto	Teaching Assistant	6/10	6/11	6/12	6/16	6/17	6/18	6/20 6/24 6/25
Denada Golemi	Parent	X						6/23 6/24 6/25
Channel Mondir-Ayach						6/17		6/23

## 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.



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan

### 2025-26

District	School Name	Grades Served

## School-Level SIG Expenditure Plan

### Instructions

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

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

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

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

### Evidence-Based Intervention Category

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

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

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

### Plan Monitoring and Development

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

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

SIG Expenditure Plan

**Budget Code**

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

- Code 15: Professional Salaries
- Code 16: Support Staff Salaries
- Code 20: Equipment
- Code 40: Purchased Services
- Code 45: Supplies and Materials
- Code 46: Travel
- Code 49: BOCES Services

**Expenses That Go Across Key Strategies**

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

**Instructional Key Strategy Implementation**

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

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

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

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

**Non-Instructional Key Strategy Implementation**

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

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

SIG Expenditure Plan

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

**Plan Monitoring Expenses**

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

**2026-27 Plan Development Expenses**

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