



# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon CSD	Pennington School	PreK-8

### Collaboratively Developed By:

#### The Pennington SCEP Development Team:

- Dr. Melissa M. White, Principal
- Ms. Bianca Gentile, School Counselor
- Ms. Stephanie Cooper, Teaching Assistant
- Mrs. Narjis Raza, English as a New Language (ENL) Teacher
- Mrs. Nicole Boone Muckler, Teacher
- Ms. Danyel Bennett, Teacher
- Ms. Shelidah Duprey, Special Education Teacher
- Ms. Margaret Ellis, Parent
- Aiden Ellis, Student

*And in partnership with the staff, students, and families of Pennington School*

## Guidance for Teams

### Navigating the Plan

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

### Before Writing the Plan

Before working on this document, school teams should have:

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

### Key Strategies

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

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

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

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

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

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

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

## Key Strategy Implementation

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

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

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

## Key Strategy Progress Monitoring

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

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

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

## Performance Targets

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

## Ongoing Monitoring

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

## SCEP Rubric

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

## Resources for Team

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

## Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
<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>	
<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>	
<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>	
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	

**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**

Student interviews and survey responses provided key insights that shaped our planning. Students highlighted the importance of personalized instruction, support for individual needs, and access to college, career, and STEM opportunities—reinforcing our focus on a well-rounded education through MTSS. Additionally, feedback showed that students feel safe, respected, and supported by staff, and that they demonstrate resilience even during challenges. These strengths create a solid foundation for refining our group scheduling and tiered supports to meet the whole child's academic, social-emotional, and future-readiness needs.

#### 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.

<b>KEY STRATEGY</b> (What are we doing?)	<b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<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.  <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>
I-Ready Implementation	EXPAND	Pennington will emphasize the importance of I-Ready assessments in supporting a well-rounded education. Assessment data will inform daily instruction, allowing teachers to personalize lessons that target areas for growth and build on student strengths. Students will actively track their own progress and engage with incentive-based goals, fostering ownership of their learning and motivation to improve.
MTSS Support	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	We will continue to work on scheduling groups, reviewing student data, and developing strategies to move students among the tiers during small group instruction, all within the framework of MTSS. By aligning our practices with MTSS, we ensure that every student receives targeted support as part of a well-rounded education that addresses academic, behavioral, and social-emotional needs.
Structured Vertical Teams	<input type="checkbox"/> NEW <input type="checkbox"/>	Pennington will continue Professional Learning Communities (PLCs) with a focus on Whole Learner Alignment Teams (WLATs), which are designed to foster intentional vertical collaboration across grade levels. These teams provide educators with structured time to deepen their understanding of curriculum progression,

## Instructional Key Strategies for Improvement

		learning outcomes, and developmental milestones. A central focus is placed on recognizing and building upon student strengths—academic, creative, social-emotional, and cognitive—to support the development of well-rounded learners. Through this collaborative process, staff work to promote critical thinking, problem-solving, adaptability, and personalized learning pathways that align with each student’s potential and readiness.

### Implementation

*How will we do this?*

KEY STRATEGY 1	iReady Implementation
<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?
Confirm student access and class rosters in i-Ready.	9/2025
Coordinate with staff on how i-Ready data will support small group planning and MTSS.	9/2025
<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?
Administer the first diagnostic to identify student needs.	9/2025
Use data to guide small group instruction and monitor progress.	10/2025
Encourage regular use of i-Ready instruction aligned with student goals.	10/2025
<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?
Use mid-year data to adjust supports and move students among tiers.	1/2026
Continue using i-Ready to track growth and provide targeted instruction.	2/2026
Reflect on outcomes to improve planning for the next year.	6/2026

### 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	IReady BOY diagnostic	We hope to see students' retention of levels from 2024-2025 EOY.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	IReady MOY Diagnostic	An increase from the BOY diagnostic of 10% in both Reading and Math	
<b>End-of-the Year Targets</b> (outcome data)	IReady EOY Diagnostic	An increase from the MOY of 10% in both Reading and Math.	

<b>KEY STRATEGY 2</b>		MTSS Support
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Planning <b>Vision</b> : Foster a safe, inclusive, and emotionally supportive learning environment where every student thrives socially and academically.		9/2025
Adopt or adapt a research-based SEL curriculum (e.g. Second Step, RULER, or Harmony SEL).		9/2025
Review MTSS to provide tiered SEL support based on student needs.		9/2025
<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?		
Reflection journals and check-ins.		10/2025
SEL mini lessons embedded in ELA, social studies, and science.		10/2025
Meetings with MTSS team		10/2025
<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?		
Integrate inquiry-based and project-based learning.		4/2026
Reflect on WLAT impact on student outcomes.		5/2026
Student portfolios and goal tracking sheets.		5/2026
Plan for next year's focus areas and team structures		6/2026

**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>

Instructional Key Strategies for Improvement

<b>Early Progress Milestones</b> (implementation/outcome data)	MTSS documentation and student data	We hope to be able to plan for SEL lessons according to student needs.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	MTSS review and student data	We hope to see strategies in place to help students with personalized instruction.	
<b>End-of-the Year Targets</b> (outcome data)	Student portfolios and goal-tracking sheets	We hope to see a decrease in the number of students needing AIS services or tier 2 intervention.	

<b>KEY STRATEGY 3</b>		<b>Structured Vertical Teams</b>	
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>			When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?			
Use academic, SEL, and creative/cognitive screeners.			9/2025
Create learner profiles highlighting student strengths.			9/2025
Review curriculum progression across grade bands.			9/2025
Identify key developmental milestones and learning outcomes.			9/2025
<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?			
Use learner profiles to design differentiated lessons.			10/2025
Integrate inquiry-based and project-based learning.			11/2025
Student portfolios and goal tracking sheets.			11/2025
<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?			
Student portfolios and goal-tracking sheets			1/2026
WLAT reviews of student progress toward goals.			1/2026
End-of-year reports and team reflections.			6/2026
Recommendations for the 2026–27 school year.			6/2026

**Progress Monitoring**

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing. <i>What are our next steps? complete when reviewing data</i></b>
<b>Early Progress Milestones</b> (implementation/outcome data)	Teacher PLC binders	We hope to see PLCs begin with vertical teams to ensure the continuum of curriculum.	

### Instructional Key Strategies for Improvement

<b>Mid-Year Benchmark(s)</b> (outcome data)	Teacher binders and student tracking sheets	We hope to see strategic planning from one grade level to another for student success.	
<b>End-of-the Year Targets</b> (outcome data)	Teacher binders and end of the year reports	We hope to see academic growth of at least 20% of classes transitioning through grade levels.	

## Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Curriculum assessment data, state data, and district data	IReady Implementation	Increase in the percentage of student growth and progress. Meeting state and/or grade level expectations.	

Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b></p>	<p>Quantitative and/or qualitative data</p>	<p>IReady Implementation</p> <p>MTSS</p> <p>Structured Vertical Teams</p>	<p>By June 2026, the goal of Pennington School is to increase the overall number of ELA Tier 1 students (on or above grade level) in iReady (grades 2 – 8).</p> <p>By June 2026, the goal of Pennington School is to increase the overall number of Math Tier 1 students (on or above grade level) in iReady (grades 2 – 8), Unique Learning assessments for students with disabilities in our Autism cohort.</p> <p>Dynamic and NYSSA assessment for students in cohort.</p> <ul style="list-style-type: none"> <li>▪ i.e. (progress reports, IEP goals, benchmark assessments)</li> </ul> <p>With this data, we believe that we can improve our students' achievement by engaging all stakeholders to participate and support the learning process. The plan we've created will help us in ensuring that our students are engaging in rigorous and meaningful learning. An assessment will be given every 6-8 weeks (about 2 months) covering the</p>	
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Instructional Key Strategies for Improvement

			standards that were taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction and to . student growth. Information will be shared with parents and academic	
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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)
<b>Student Survey</b>  (*Bolded statements= participants were not asked the question*)	1. Providing a Well-Rounded Education: The district provides all students access to a well-rounded education. 2. <b>Instruction: Teachers tailor instruction to my child’s strengths</b> 3. Instruction: My child receives support to address individual needs. 4. <b>Activities for a Well-Rounded Education: Supporting college and career counseling, including providing</b>	1, 2, 3	1.Strongly agree/agree = 67% 2. <b>Strongly agree/agree</b> = 3. Strongly agree/agree = 78% 4. <b>Strongly agree/agree</b> = 5. <b>Strongly agree/agree</b> =	At least 50% of respondents will agree or strongly agree with the statements.	

Instructional Key Strategies for Improvement

	<p><b>information on opportunities for financial aid through the early FAFSA.</b></p> <p><b>5. Activities for a Well-Rounded Education: Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.</b></p>				
<p><b>Staff Survey (*Bolted statements= participants were not asked the question*)</b></p>	<p>1. Providing a Well-Rounded Education: The district provides all students access to a well-rounded education.</p> <p>2. Instruction: Teachers tailor instruction to my child's strengths</p> <p>3. Instruction: My child receives support to address individual needs.</p> <p>4. Activities for a Well-Rounded Education: Supporting college and career counseling, including providing information on opportunities for financial aid</p>	<p>1, 2, 3</p>	<p>1. Strongly agree/agree = 44%</p> <p>2. Strongly agree/agree = 71%</p> <p>3. Strongly agree/agree = 81%</p> <p>4. Strongly agree/agree = 65%</p> <p>5. Strongly agree/agree = 76%</p>	<p>At least 50% of respondents will agree or strongly agree with the statements.</p>	

Instructional Key Strategies for Improvement

	<p>through the early FAFSA.</p> <p>5. Activities for a Well-Rounded Education: Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.</p>				
<p><b>Family Survey</b></p> <p>(*Bolded statements= participants were not asked the question*)</p>	<p>1. Providing a Well-Rounded Education: The district provides all students access to a well-rounded education.</p> <p>2. Instruction: Teachers tailor instruction to my child's strengths</p> <p>3. Instruction: My child receives support to address individual needs.</p> <p>4. Activities for a Well-Rounded Education: Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.</p> <p>5. Activities for a Well-Rounded Education: Providing programming to</p>	<p>1, 2, 3</p>	<p>1. Strongly agree/agree = 33%</p> <p>2. Strongly agree/agree = 57%</p> <p>3. Strongly agree/agree = 70%</p> <p>4. Strongly agree/agree = 34%</p> <p>5. Strongly agree/agree = 81%</p>	<p>At least 50% of respondents will agree or strongly agree with the statements.</p>	

Instructional Key Strategies for Improvement

	improve instruction and student engagement in science, technology, engineering, and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.				
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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**.

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?	<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>  <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>
Social Emotional Learning	<input type="checkbox"/> <input type="checkbox"/> EXPAND <input type="checkbox"/>	Based on student responses, work must continue with SEL at Pennington. We plan to expand our efforts by using all stakeholders in the school building to provide support to students.
	<input type="checkbox"/> <input type="checkbox"/>	

### Implementation

*(How will we do this?)*

KEY STRATEGY 1 Social Emotional Learning (SEL)	
<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?
Using the information from the school survey, a student baseline survey that aligns with Pennington’s SEL goals will be created.	9/2025
<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?

Non-Instructional Key Strategies for Improvement

For the first half of the year, a strong foundation in SEL can be built through structured, age-appropriate activities that align with the core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	10/2025
<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?	
For the second half of the school year, SEL work would build on the foundational skills established earlier in the year and focus on deepening application, building resilience, and promoting student leadership.	2/2026

**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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Early base-line survey	We hope to review the school community's feelings and thoughts on SEL in our school.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Mid-Year check-in survey	We hope to see that the school community feels SEL has helped us grow by 80%.	
<b>End-of-the Year Targets</b> (outcome data)	End of Year survey	We hope to see that the school community feels SEL has helped us grow by 85%.	

<b>KEY STRATEGY 2</b>	
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>	When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	
<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?	

Non-Instructional Key Strategies for Improvement

<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?	

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

**Non-Academic Performance Targets**

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

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

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

**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)
<b>Student Survey</b>	<ol style="list-style-type: none"> <li>1. There is a teacher, counselor, or other staff member at school who I can talk to about any problem.</li> <li>2. Staff members treat students with respect.</li> <li>3. I feel safe in school.</li> <li>4. I have not heard of anyone being cyberbullied at this school.</li> <li>5. I continue to work hard, even in the face of major challenges or crises.</li> </ol>	Social Emotional Learning (SEL)	<ol style="list-style-type: none"> <li>1. Strongly agree/agree = 70%</li> <li>2. Strongly agree/agree = 62%</li> <li>3. Strongly agree/agree = 54%</li> <li>4. Strongly agree/agree = 30%</li> <li>5. Strongly agree/agree = 83%</li> </ol>	At least 50% of respondents will agree or strongly agree with the statements.	
<b>Staff Survey</b>	<ol style="list-style-type: none"> <li>1. My school is safe.</li> <li>2. Staff members treat students with respect.</li> <li>3. Students treat each other with respect.</li> <li>4. In this school, students meet behavioral expectations.</li> <li>5. Students do not threaten and/or bully each other in this school.</li> </ol>	Social Emotional Learning (SEL)	<ol style="list-style-type: none"> <li>1. Strongly agree/agree = 84%</li> <li>2. Strongly agree/agree = 63%</li> <li>3. Strongly agree/agree = 72%</li> <li>4. Strongly agree/agree = 53%</li> <li>5. Strongly agree/agree = 36%</li> </ol>	At least 50% of respondents will agree or strongly agree with the statements.	

Non-Instructional Key Strategies for Improvement

<p><b>Family Survey</b></p>	<ol style="list-style-type: none"> <li>1. Teachers respect students in this school.</li> <li>2. Students treat each other with respect.</li> <li>3. This school implements policies that keep my child safe.</li> <li>4. Students do not threaten and/or bully each other in this school.</li> <li>5. Students do not threaten and/or cyberbully each other in this school.</li> </ol>	<p>Social Emotional Learning (SEL)</p>	<ol style="list-style-type: none"> <li>1. Strongly agree/agree = 84%</li> <li>2. Strongly agree/agree = 64%</li> <li>3. Strongly agree/agree = 86%</li> <li>4. Strongly agree/agree = 35%</li> <li>5. Strongly agree/agree = 39%</li> </ol>	<p>At least 50% of respondents will agree or strongly agree with the statements.</p>	
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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](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
<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>
Melissa White	Principal	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Bianca Gentile	School Counselor	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/5	6/27/25
Stephanie Cooper	Teaching Assistant	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Narij Raza	ENL Teacher	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Nicole Boone-Muckler	Teacher	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Danyel Bennett	Teacher	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Shelidah Duprey	Special Education Teacher	6/17/25	6/23/25	6/25/25	6/25/25	6/25/25	6/27/25	6/27/25
Margaret Ellis	Parent	6/17/25				6/25/25	6/27/25	

### Our Team's Process

Aiden Ellis	Student	6/17/25				6/25/25	6/27/25	

## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

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

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

#### Schools in the ATSI model and TSI Model

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

### Implementing the Plan (All Schools)

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



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>			