



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Mount Vernon City School District	Rebecca Turner Academy	Pre-K through 6 th Grade

Collaboratively Developed By:

The **Rebecca Turner Elementary School** SCEP Development Team

- Dr. Jacqueline Green Principal
- Ms. Tamisha Grey Assistant Principal
- Ms. Danielle Green School Psychologist
- Dr. Andrea Hyatt-Copeland Special Education Resource Teacher
- Ms. Saroya Brown Elementary Teacher
- Ms. Michelle Blair Teaching Assistant
- Ms. Sonja Hyman Parent
- Gabrielle Randell Student

*And in partnership with the staff, students, and families of
Rebecca Turner Academy*

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

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

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <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>
The building administrative team will review lesson plans.	NEW EXPAND REFINE	The data from the student survey indicated that 78% of students can sometimes understand the lessons being taught. The administrative team will refine on this strategy by ensuring evidence of scaffolding is present in lesson plans	
Teachers will use common planning periods to analyze data to inform instruction.	NEW EXPAND REFINE	The data from teachers indicate that grade level-team meetings with specialists to plan across the curriculum to support core instruction, increase academic language and differentiate instruction to meet students' instructional level, is both beneficial and helps with gathering pertinent knowledge regarding students' academics etc. Encore teachers will be informed of core content topics for cross-curriculum integration.	
Teachers will provide evidence-based interventions to provide foundational support and accelerate progress during designated RTI periods and core instruction.	NEW EXPAND REFINE	Teachers will continue to document the evidence-based practices used during small group RTI instruction. Teachers will start to plan the use of evidence-based practices to differentiate core instruction. Professional development will be provided to the instructional staff.	
Intra-class visitation and/or lab classes of model classes of differentiation/scaffolded core instruction and small group intervention lessons.	NEW EXPAND REFINE	Teachers will observe colleagues' best practices of the differentiation of core instruction, small group intervention instruction, and student engagement protocols.	
Classroom teachers will consistently refer students to the	NEW EXPAND	Students who are lacking progress academically and behaviorally with provided support.	

Instructional Key Strategies for Improvement

MTSS Team for students severely at-risk and those not displaying progress.	REFINE	
--	--------	--

Implementation

How will we do this?

KEY STRATEGY 1		The building administrative team will review lesson plans.
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
A monitoring document will be created and shared with the building administrative team to document the review of lesson plans.		September 2025
The principal and assistant principal will review lesson plans and provide feedback on the planning of multiple points of access for core instruction.		
The principal and assistant principal will monitor the interventions for instruction (differentiation of whole and small group instruction).		
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
To provide collegial support, the Leadership Team will conduct focused instructional walks of various grade levels each quarter		October 2025
The team will provide feedback to teachers to improve differentiation with whole and small-group instruction.		October 2025-June 2026
The Leadership Team will observe student engagement for whole and small-group instruction.		October 2025-June 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
The team will provide feedback to teachers to improve differentiation with whole and small-group instruction.		January 2025-June 2026
The building administrators will look for improvement in instruction.		January 2025-June 2026

Progress Monitoring

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

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

Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	Evidence of differentiation, small group instruction and student engagement protocols in lesson plans	The leadership team hopes that teacher lesson plans show evidence of differentiation, small group instruction, and student engagement protocols.	
Mid-Year Benchmark(s) (outcome data)	Lesson plans with feedback, informal/formal observations with feedback, i-Ready data, RTI Progress Monitoring Tool, Data Tracker	Teachers provide access to instruction to students below grade level.	
End-of-the Year Targets (outcome data)	The principal and assistant principal will review lesson plans and informally observe instruction to provide feedback to enhance instructional practices such as: multiple points of access for core instruction, interventions for small group instruction, differentiation of whole and small group instruction, and student engagement.	Administrators hope to see teachers using feedback to improve lesson planning and enhanced facilitation of instruction with focus for instruction for increased student engagement, scaffolded core instruction, RTI implemented with fidelity. The result would be increased student achievement	

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

KEY STRATEGY 2	Teachers will use common planning periods to analyze data to inform instruction		
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION			
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?			When will this be in place?
Create a master schedule for teachers near each other's grade level are planned together for teacher collaboration, and vertical planning			August 2025

Instructional Key Strategies for Improvement

FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
All vertical grade level meetings (only one section per grade) will maintain minutes of each meeting and submit them to the principal for the Leadership Team.	September 2025
The minutes from the meetings will be used to plan for support through observations, professional development, and inter-and intra-school visits	November 2025
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
The minutes from the vertical grade-level meetings will continue to be reviewed.	January 2026
i-Ready data to look for an increase in student progress in the areas discussed in the vertical meetings.	June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Evidence of collaboration with k-8 th grade teachers and specialists	The leadership team hopes that K-8 th grade teachers and specialists will use data to plan across the curriculum to support core instruction. The leadership teams hope to see an increase in academic language and differentiate instruction to meet students' instructional level. The leadership team hopes to see cross-curriculum integration between classroom and encore teachers.	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	iReady middle of year diagnostic Data tracker	The leadership team hopes to see student an increase in student academic achievement	
End-of-the Year Targets (outcome data)	IReady end of year diagnostic	The leadership team hopes to see students reach their academic goals that set in the beginning of the year	

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE ARE TWO INSTRUCTIONAL KEY STRATEGIES.
DELETE THIS TEXT UPON FINALIZATION.

KEY STRATEGY 3	Teachers will provide evidence-based interventions to provide foundational support and accelerate progress during designated RTI periods and core instruction.		
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
The building administrative team will plan professional development refreshers regarding differentiation and scaffolding of core instruction and tier 2 instruction. The RTI Goals, Interventions and Assessment document will be reviewed for use by teachers.			August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
The building administrative team will conduct a needs assessment to gain understanding of which areas teachers need professional development			January 2026
The building administrative team will regularly monitor the ELA and math RTI instruction blocks			October 2025-January 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
The building administrative team will regularly monitor the ELA and math RTI instruction blocks			January 2026-June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Results from the teachers needs assessment	The leadership team will use this needs assessment to the areas in which to conduct Professional development	
Mid-Year Benchmark(s) (outcome data)	RTI Intervention, Goals, and assessment documents and i-Ready growth data	Teachers are providing evidence-based interventions during tier 1 and tier 2 according to the criteria for each tier.	
End-of-the Year Targets (outcome data)	RTI Intervention, Goals, and assessment documents and i-Ready growth data	1) Teachers are providing evidence-based interventions during tier 1 and tier 2 according to the criteria for each tier. 2) 70% of students reached their typical growth and 20% reached their stretch growth	

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE ARE THREE INSTRUCTIONAL KEY STRATEGIES. DELETE THIS TEXT UPON FINALIZATION.

KEY STRATEGY 4	Intra-class visitation and/or lab classes of model classes of differentiation/scaffolded core instruction and small group intervention lessons.		
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
The building administrative team will select teachers to be lab classes and/or class for visitation and create a visitation schedule.			September 2025
A survey will be created to discover what in-house professional development and/or intra-visit of focus they would like offered.			August 2025
Through discussions with colleagues, the building principal will identify teachers in other school buildings to visit and create a schedule to inter-school visitations			September-October 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?

Instructional Key Strategies for Improvement

Teachers and teaching assistants have visited classes the model high student engagement, RTI instruction with fidelity, providing access to core instruction for struggling scholars.	November 2025- January 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
The building administrative team will periodically visit classes to observe implementation of what was learned from observing lab classes and teachers from other school buildings. Then provide support were needed.	January 2026-June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	The building administrative team will analyze the data from the in-house professional development survey to plan PD and visits	Teachers have identified areas in which they would like to receive professional development and inter- and intra-school visitations.	
Mid-Year Benchmark(s) (outcome data)	The building administrative team will analyze i-Ready progress monitoring data	Struggling students are increasing progress with foundational skills	
End-of-the Year Targets (outcome data)			

REMOVE THE REMAINING SECTION FOR KEY STRATEGIES IF THERE ARE FOUR INSTRUCTIONAL KEY STRATEGIES.
DELETE THIS TEXT UPON FINALIZATION.

Instructional Key Strategies for Improvement

KEY STRATEGY 5	Classroom teachers will consistently refer students to the MTSS Team for students severely at-risk and those not displaying progress.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
The MVCSD MTSS document will be reviewed, and specific forms will be provided in the Staff handbook.		When will this be in place?
The MTSS document will be shared with the staff.		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
PLC meetings will be held twice a month. During these meetings teachers will discuss students who are making minimal growth in academic and behavioral interventions that will be put in place within a 4-6 week timespan. Form C should be completed at every PLC meeting to take notes on, and track all agreed upon interventions.		When will this be in place?
		September-December, 2025
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
After a period of 4 to 6 weeks, should a student exhibit no progress despite the implementation of interventions discussed during the PLC meetings, the teacher will complete the MTSS Problem-Solving and CSE Referral form. Within one week of the submission of this form, the MTSS team will schedule an initial meeting with the parents to discuss the student's persistent academic and/or behavioral challenges. This meeting will provide an opportunity to outline the targeted interventions that will be implemented for an additional 4 to 6 weeks, as well as to detail the methods that will be used to monitor the student's progress or deficiencies.		When will this be in place?
		January-June, 2025

Progress Monitoring

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

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

Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	Students' portfolios to document their academic progress over a 10-month period. Students tracking RTI intervention assessments and i-Ready benchmarking assessments. - Student individual conferences - Data-based groups created - Student Success Plans will be completed after conferencing with students. - Teachers will have professional development on how to differentiate core instruction. - Teachers will document all evidence-based interventions, standards/strategy addressed, and measurements of mastery. Student Success Plan (SSP)	Increased use of rubrics by students across various content areas. Ongoing tracking of academic progress by students will be implemented. Students will utilize their i-Ready diagnostic growth data to set SMART goals. Teachers document their student conferences discussing areas of progress and those in need of improvement. The student will plan with the teacher their EOY SMART goals and how they will reach them. - Teachers' RTI Progress-Monitoring Tool will be reviewed every 6 weeks. Students Success Plans will have SMART goals and begin to track their progress with F&P reading levels, RTI assessments in ELA and Math.	
---	---	---	--

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	- 5 weeks progress report - i-Ready Benchmarks - RTI Progress-Monitoring Tool - Student Success Plan	- Checking on students' progress and understanding during the school year - Students will track RTI assessment data in their Student Success Plan (SSP). Tier 1, every 6-8 weeks; Tier 2, every 5-6 weeks; and Tier 3, every 4 weeks	
End-of-the Year Targets (outcome data)	Student Success Plan (SSP), i-Ready data, teacher assessments, student rubrics, report cards	Students will create and monitor their goals while tracking their assessments. Their achievement will increase as teachers implement RTI instruction with fidelity.	

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>
--	---	--	--	---

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s)	- 5 weeks progress report - i-Ready Benchmarks - RTI Progress-Monitoring Tool -Student Success Plan	-Use student performance data (test scores, assignments, participation, etc.) to inform and personalize teaching methods. -Implement targeted interventions for students who are struggling in specific areas, whether academic, behavioral, or socio-emotional. -Regularly collect formative and summative assessment data and provide feedback during the learning process.	- We should see academic growth reflected in most students' assessments. - Students maintain their SSPs and track their progress. Those with mastery in RTI skills will move to other groups and others will remain until mastery is achieved.	
-------------------------------------	---	---	---	--

Instructional Key Strategies for Improvement

End-of-the Year Targets	Student Success Plan (SSP), i-Ready data, teacher assessments, student rubrics, report cards	-Regularly track progress using formative assessments and adjust strategies as needed. Identify students who are off-track for end-of-year goals through early assessments. -Provide intensive intervention programs such as small-group tutoring or after-school remediation.	- When analyzing the data, we anticipate that students will reach the academic objectives established for them at the beginning of the school year, as a result of effective instruction. Students would have tracked all their RTI assessments. In i-Ready reading, 50% of the students will reach their typical growth and 15% will reach their stretch growth. In i-Ready math, 50% of the students will reach their typical growth and 15% will reach their stretch growth. Students below grade level will display 1 to 1.5 years of growth on their F&P reading level. Students on or above grade level will maintain or increase their reading level.	
--------------------------------	--	--	---	--

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)
--	------------------------------------	------------------------------	--	---	---

Instructional Key Strategies for Improvement

Student Survey	1. Are you able to understand the lessons your teacher provides? 2. Do your teachers explain what you are about to learn before they teach? 3. Do you let your teacher know when a lesson is too hard or you do not understand something? 4. Do you keep track of your ELA and math goals and work to reach them? 5. Does your teacher give you rubrics to grade your own work?		1. 70% Yes 2. 89% Yes 3. 60% Yes 4. 71% Yes 5. 53% Yes	80% or above Yes	
Staff Survey	1. Before or during lessons, did you explain what students were learning and why it was important? 2. Did you differentiate lessons for your students? 3. Did you provide various instructional support for students below grade level during instruction? 4. Did your students keep up with their Student Success Plans (SSP)?		1. 100% Yes 2. 94% Yes 3. 93% Yes 4. 61% Yes 5. 69% Yes	80% or above Yes	

Instructional Key Strategies for Improvement

	5. Were your students provided with a rubric at the beginning of writing or project assignments?				
Family Survey	1. Are you able to understand the lessons your child(ren) learn in school? 2. Do your child(ren) understand the lessons they are learning and why they are important? 3. Do you know if your child(ren) keeps track of their ELA and math goals and if they work to reach them?		1. 82% Yes 2. 83% Yes 3. 79% Yes	80% or above Yes	

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?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
CASEL SEL skills and school mission and values will be taught and reinforced to students on a daily basis.	☐ NEW ☐ EXPAND ☒ REFINE	Data shows that there was an increase in suspensions, despite the use of an evidence-based program (PBIS Rewards app) to reinforce behavior. Staff continue to need professional development on the CASEL SEL skills and teaching and modeling of behavior management and de-escalation strategies and techniques. Students need to be provided with SEL & NPFH presentations, community gathering, leadership jobs, and consistent reinforcement to improve their leadership, problem-solving, emotional regulation, and empathy. Refine based on the following data (as taken from SCEP survey and PBIS Rewards app): • Only 51% (35/69) of staff members awarded PBIS points • Only 60% of staff held daily morning meetings • 200% increase in suspensions (from 2% to 3.1%) • Teachers reported that only 56% of students were compliant • Only 58% of students feel staff listen to them • Only 76% of students felt included in school
Improvement in school culture and staff relationships	☐ NEW ☐ EXPAND ☒ REFINE	Staff reported they are unhappy to come to work and require more support from administration. Addressing school culture and staff relationships are necessary for

Non-Instructional Key Strategies for Improvement

		better collaboration and teamwork, higher staff morale and job satisfaction, improved student outcomes, increased communication, and a stronger sense of community. Refine based on the following data (as taken from SCEP survey): • Only 56% of staff felt their co-workers followed schoolwide expectations • Only 28% of staff felt positively acknowledged by leadership • Only 53% of staff felt happy to come to work • Only 44% of staff felt supported by their building leaders
Increase in consistent and inclusive parent involvement	☐ NEW ☐ EXPAND ☒ REFINE	staff, parents, and student report that they would benefit from an increase in parent engagement activities. This is important because it boosts student achievement, fosters trust and communication, supports equity and inclusion, improves school climate, and enhances the students' social and emotional development. Refine based on the following data (as taken from SCEP survey and parent attendance sheets): • Only 25% of staff, 65% of parents, and 43% of students reported there were enough fun activities held for families throughout the school year • Only 54% of parents knew if the teacher was holding morning meetings • Less than 50% attendance at parent-teacher meetings or assemblies

Implementation

(How will we do this?)

KEY STRATEGY 1	CASEL SEL skills and Be REAL (Respect, Effort, Attitude, & Leadership) behaviors will be taught and reinforced to students on a daily basis.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
		When will this be in place?
Because we are no longer using the PBIS Rewards app, a solid behavior management system (through ClassDojo or paper-based) for teaching and reinforcing appropriate behaviors and holding students accountable for misbehaviors will be created.		Before 9/3/25
Posters will be hung around the school to remind students of expectations and how to earn PBIS/Be REAL points.		Before 9/3/25
Creation of a monthly PBIS/SEL calendar that is to be shared with the SCEP Team. Social-emotional activities/tournaments will be placed onto the calendar. Activities/tournaments will include: • Kickball tournaments		Before 9/3/25

Non-Instructional Key Strategies for Improvement

• Rock-paper- scissors tournaments • Karaoke contests • Teacher-student dodgeball tournaments • Teacher-student basketball games • Teacher-student volleyball tournaments • Teacher-student softball tournaments • Reverse day, in which students can give staff PBIS/PAWS points • Spirit week • School trips • Community service projects within the school • Culinary/ beauty school classes Students must earn a set number of PBIS/Be REAL points per month to take part in the monthly activities. To incentive attendance, students can automatically earn one point for coming in to school on time.	
A PBIS Corner bulletin board will be created that informs students, staff, and parents of the PBIS goals, monthly PBIS points earned, increase or reduction in referrals, and upcoming activities/tournaments.	Before 9/3/25
FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Staff will receive professional development on the use of the new PBIS behavior system.	Before 9/30/25
A PBIS kickoff assembly will be held in which students will be given a presentation and engage in activities to learn the school expectations.	Before 9/30/25
Teachers will be holding community circles once weekly based on community circle lesson plans.	Ongoing starting 9/3/25
Update PBIS Corner bulletin board	Ongoing starting 9/3/25
During monthly faculty meetings or PLCs (SBST Team), staff will receive professional development to give updates on PBIS behavior system data and learn and practice strategies/techniques for social-emotional learning (Fundamentals of SEL - CASEL), mindfulness, and restorative practices.	Ongoing starting 9/3/25
Use of detention to hold students accountable for noncompliance and disrespect. During detention, students will be required to sit in silence and complete reflections sheets/projects, incomplete homework, or incomplete classwork.	Ongoing starting 9/3/25
During a faculty meeting, staff will be trained on the usage of Check-In Check-Out (CICO). Previous data will be provided as well as strategies for consistent implementation and goals for student improvement. PBIS members will check in with staff throughout to provide feedback when needed.	Before 10/15/25
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Teachers will be holding community circles once weekly based on community circle lesson plans.	Ongoing starting 9/3/25

Non-Instructional Key Strategies for Improvement

Use of detention to hold students accountable for noncompliance and disrespect. During detention, students will be required to sit in silence and complete reflections sheets/projects, incomplete homework, or incomplete classwork.	Ongoing starting 9/3/25
During monthly faculty meetings or PLCs (SBST Team), staff will receive professional development to give updates on PBIS behavior system data and learn and practice strategies/techniques for social-emotional learning (Fundamentals of SEL - CASEL), mindfulness, and restorative practices.	Ongoing starting 9/3/25
The creation of a schoolwide consequence system to address the inappropriate and unsafe behaviors of general education and special education students, with a fully fleshed out section on the expectations of in-school and out-of-school suspensions and when parents are required to sit with students. Staff, parents, and students will be provided with a copy of this system and required to sign as proof that it is understood. Clear explanations will be provided to special education staff on when and why special education students will be placed on a modified consequence system.	Ongoing starting 9/3/25

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	- Attendance Data - PBIS point and referral data - Suspension data - Detention data - Teacher surveys on professional development	80% of K-6 students are in attendance - At least 50% of staff giving out PBIS points 2% less minor and major referrals in comparison to last year 1% less suspensions in comparison to last year - Professional development surveys show at least 80% of teachers report they have learned strategies they can carry over into the classroom	- Attendance: - PBIS points given out by ____% of staff ____% of minor and major referrals - Suspension rate: ____% of teachers have learned strategies

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	- Attendance Data - PBIS point and referral data - Suspension data - Detention data - Teacher surveys on professional development	85% of K-6 students are in attendance - At least 70% of staff giving out PBIS points 5% less minor and major referrals in comparison to the beginning of the year 5% less suspensions in comparison to the beginning of the year - Professional development surveys show at least 80% of teachers report they have learned strategies they can carry over into the classroom	- Attendance: - PBIS points given out by ____% of staff ____% of minor and major referrals - Suspension rate: ____% of teachers have learned strategies
End-of-the Year Targets (outcome data)	- Attendance data - PBIS point and referral data - Suspension data - Detention data - Teacher surveys on professional development	90% of K-6 students are in attendance - At least 80% of staff giving out PBIS points 10% less minor and major referrals in comparison to the beginning of the year 10% less suspensions in comparison to the beginning of the year - Professional development surveys show at least 80% of teachers report they have learned strategies they can carry over into the classroom	- Attendance: - PBIS points given out by ____% of staff ____% of minor and major referrals - Suspension rate: ____% of teachers have learned strategies

KEY STRATEGY 2

Improvement in school culture and staff relationships

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?

When will this be in place?

Non-Instructional Key Strategies for Improvement

Hold staff barbecue and engage in team-building activities to enable staff to get to know each other and foster strong relationships.	Between 8/1/25 and 8/31/25
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Staff can attend quarterly SEL meetings with SBST to engage in mindfulness and rapport building activities.	Each quarter starting 9/3/25
Monthly competitions, raffles, and/or staff meet-ups will be held to enable staff to earn prizes for professionalism, hard work, and exhibiting strong SEL skills. Rewards can include earning a Principal or AP parking spot or free prep periods.	Each month starting 9/3/25
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Staff can attend quarterly SEL meetings with SBST to engage in mindfulness and rapport building activities.	Each quarter starting 9/3/25
Monthly competitions, raffles, and/or staff meet-ups will be held to enable staff to earn prizes for professionalism, hard work, and exhibiting strong SEL skills. Rewards can include earning a Principal or AP parking spot or free prep periods.	Each month starting 9/3/25

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>
--	---------------------------------	--	---

Non-Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	October Teacher Survey	At least 80% of teachers have developed SEL skills and report there is a strong school culture	• ___% of teachers report they have learned (more) SEL strategies • ___% of teachers report they can independently employ SEL strategies • ___% of teachers report that they are happy to come to work • ___% of teachers report they feel respected by their co-workers • ___% of teachers feel supported by administration • ___% of teachers report there is a stronger school culture
---	-------------------------------	---	--

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	January Teacher Survey	At least 80% of teachers have developed SEL skills and report there is a strong school culture	• ___% of teachers report they have learned (more) SEL strategies • ___% of teachers report they can independently employ SEL strategies • ___% of teachers report that they are happy to come to work • ___% of teachers report they feel respected by their co-workers • ___% of teachers feel supported by administration • ___% of teachers report there is a stronger school culture
--	-------------------------------	---	--

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	SCEP & PBIS Teacher Survey	At least 80% of teachers have developed SEL skills and report there is a strong school culture	• ___% of teachers report they have learned (more) SEL strategies • ___% of teachers report they can independently employ SEL strategies • ___% of teachers report that they are happy to come to work • ___% of teachers report they feel respected by their co-workers • ___% of teachers feel supported by administration • ___% of teachers report there is a stronger school culture
--	---------------------------------------	---	--

KEY STRATEGY 2		Increase in consistent and inclusive parent involvement	
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Staff and families will be invited to attend the Greater Centennial back-to school fair in August 2024.			Between 8/1/25 and 8/31/25
Send a personalized welcome email to parents introducing them to staff and outlining academic and behavioral expectations.			Between 8/1/25 and 8/31/25
Create a poll/survey for parents to determine activities that can be given throughout the school year.			Between 8/1/25 and 8/31/25
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
All parents will be informed of the PBIS behavior management system through a beginning of the year in-person and zoom parent meeting given in the morning and after school.			Before 9/30/25

Non-Instructional Key Strategies for Improvement

SEL information will be added to the monthly newsletter to inform parents of the monthly SEL skill students are working on, provide updates about upcoming NPFH and SEL activities or tournaments, be given resources for services within the neighborhood or at Rebecca Turner, and be provided with strategies for behavior management and strengthening SEL skills outside of school.	Each month starting 9/3/25
All forms of communication being sent home (fliers, letters, reminders) should be translated in Spanish.	Ongoing starting 9/3/25
Monthly activities for families including movie nights, game nights, family dances, and math/literacy nights	Ongoing starting 9/3/25
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
SEL information will be added to the monthly newsletter to inform parents of the monthly SEL skill students are working on, provide updates about upcoming NPFH and SEL activities or tournaments, be given resources for services within the neighborhood or at Rebecca Turner, and be provided with strategies for behavior management and strengthening SEL skills outside of school.	Each month starting 9/3/25
All forms of communication being sent home (fliers, letters, reminders) should be translated in Spanish.	Ongoing starting 9/3/25
Monthly activities for families including movie nights, game nights, family dances, and math/literacy nights	Ongoing starting 9/3/25

Progress Monitoring

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

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

Non-Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	• Parent attendance • October Parent Survey	• 60% parent attendance at activities • 80% of parents feel positive about given activities	• Attendance: - Event 1: - Event 2: - Event 3: - Event 4: • ____% of parents report there are enough activities • ____% of parents enjoy the activities • ____% of parents report their child(ren) enjoyed the activities
Mid-Year Benchmark(s) (outcome data)	• Parent attendance • January Parent Survey	• 70% parent attendance at activities • 80% of parents feel positive about given activities	• Attendance: - Event 1: - Event 2: - Event 3: - Event 4: • ____% of parents report there are enough activities • ____% of parents enjoy the activities • ____% of parents report their child(ren) enjoyed the activities
End-of-the Year Targets (outcome data)	• Parent attendance • SCEP & PBIS Parent Survey	• 80% parent attendance at activities • 80% of parents feel positive about given activities	• Attendance: - Event 1: - Event 2: - Event 3: - Event 4: • ____% of parents report there are enough activities • ____% of parents enjoy the activities • ____% of parents report their child(ren) enjoyed the activities

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Referral and suspension data	CASEL SEL skills and school mission and values will be taught and reinforced to students on a daily basis	5% less referrals and suspension	• ___% minor and major referrals • Suspension rate:
End-of-the Year Targets	Referral and suspension data	CASEL SEL skills and school mission and values will be taught and reinforced to students on a daily basis	5% less referrals and suspensions	• ___% minor and major referrals • Suspension rate:

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	1. Would you like to have fun activities with the staff members?	CASEL SEL skills and school mission and values will be taught and reinforced to	1. 80% Yes 2. 76% Yes 3. 57% Yes 4. 58% Yes 5. 38% Yes	80% or above Yes	

Non-Instructional Key Strategies for Improvement

	2. Do you feel teachers and staff care about you? 3. Are there enough family activities in school? 4. Do you feel all teachers and staff listen to you? 5. Do you have morning meetings? 6. Do you feel included in school? 7. Do you have an adult at the school that you can talk to if you feel like you are not having a good day or something is bothering you?	students on a daily basis.	6. 76% Yes 7. 70% Yes		
Staff Survey	1. Did you build relationships with your students' parents/families? 2. Did the school hold enough fun activities for the students and their parents this school year? 3. Did your students have a voice in the classroom/any other setting they may be placed in (auditorium, gym, therapy room, etc.)? 4. Have the behavior expectations for your students been identified?	Improvement in school culture and staff relationships	1. 100% Yes 2. 25% Yes 3. 81% Yes 4. 94% Yes 5. 56% Yes 6. 97% Yes 7. 94% Yes 8. 91% Yes 9. 94% Yes 10. 70% Yes 11. 100% Yes 12. 81% Yes 13. 56% Yes 14. 28% Yes 15. 53% Yes 16. 44% Yes	80% or above Yes	

Non-Instructional Key Strategies for Improvement

5. Did students usually follow our schoolwide behavior expectations? 6. Have you personally taught our schoolwide expectations to students? 7. Did you have a consequence system within your classroom/any other setting students may be placed in (auditorium, gym, therapy room, etc.)? 8. In the past week, did you positively acknowledge students for showing positive behavior? 9. Do you know when to give a minor and major referral? 10. Did you conduct morning meeting on a daily basis? 11. Did your students feel your classroom was a risk-free environment where they felt supported and could make mistakes? 12. Have the behavioral expectations for				
---	--	--	--	--

Non-Instructional Key Strategies for Improvement

	staff been identified? 13. Did school personnel usually follow schoolwide behavior expectations? 14. In the past month, were you positively acknowledged by other adults for modeling the schoolwide expectations? 15. Are you happy to come to work? 16. Did you feel supported by your building leaders this school year?				
Family Survey	1. Do you feel there were enough family activities this school year? 2. Do you feel teachers and staff care about your child(ren)? 3. Do you feel teachers listen to you? 4. Are you aware if your child(ren)'s teacher has morning meetings to check their feelings? 5. Does your child/ Do your children feel included in school? 6. If your child (ren) is feeling like they are not having a	Increase in consistent and inclusive parent involvement	1. 61% Yes 2. 91% Yes 3. 89% Yes 4. 54% Yes 5. 80% Yes 6. 67% Yes	80% or above Yes	

Non-Instructional Key Strategies for Improvement

	good day or something is bothering them, do they have an adult in the school building they feel comfortable talking to?				
--	---	--	--	--	--

Non-Instructional Key Strategies for Improvement

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Students Reimagining School
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

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

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Dr. Jacqueline Green	Principal	6-4-25		6-6-25	6-11-25		6-18-25-6-23-25	6-18-25-6-23-25
Ms. Tamisha Grey	Asst. Principal	6-4-25		6-6-25	6-11-25			
Dr. Hyatt-Copeland	SPED Teacher	6-4-25		6-6-25	6-11-25		6-18-25-6-23-25	6-18-25-6-23-25
Ms. Danielle Green	School Psychologist	6-4-25		6-6-25	6-11-25	6-18-25	6-18-25-6-23-25	6-18-25-6-23-25
Ms. Saroya Brown	Classroom Teacher	6-4-25		6-6-25	6-11-25		6-18-25-6-23-25	6-18-25-6-23-25
Ms. Michelle Blair	Teacher Assistant	6-4-25		6-6-25				
Ms. Sonya Hyman							6-30-25	

Our Team’s Process

Next Steps

Sharing the Plan

Schools in the CSI Model

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

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

Schools in the ATSI model and TSI Model

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

Implementing the Plan (All Schools)

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



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served

School-Level SIG Expenditure Plan

Instructions

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

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

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

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

Evidence-Based Intervention Category

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

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

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

Plan Monitoring and Development

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

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

Budget Code

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

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

Expenses That Go Across Key Strategies

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

Instructional Key Strategy Implementation

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

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

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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

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

INSTRUCTIONAL KEY STRATEGY 5			
Intra-class visitation and/or lab classes of model classes of differentiation/scaffolded core instruction and small group intervention lessons.			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

Non-Instructional Key Strategy Implementation

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

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

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			

Plan Monitoring Expenses

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

2026-27 Plan Development Expenses

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