New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2025-26

District	School Name	Grades Served
Mount Vernon	Hamilton School	K-8

Collaboratively Developed By:
Delete the red text upon completion. **The Hamiton School SCEP Development Team** **(Marc A. Molina, Ebony Acheampong-Rogers, Julie-Ann Barbuto, Linda Fortugno, Wendy Lang, Veronica Cordero-Turner, Lorena Payne, Yesenia Avenaut Defreitas)** ***And in partnership with the staff, students, and families of Hamilton 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
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. Data from Hamilton indicates a concerning trend: a decline in English Language Arts (ELA) scores as students progress from third to fourth grade and from fourth to fifth grade. This trend highlights the need for targeted instructional strategies to reinforce previously acquired skills and tackle challenges unique to these grade levels. *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.*
Literacy-Rich Environment	☐ NEW ☐ EXPAND ☐ REFINE	Foster a love for reading and improve literacy skills through exposure to a variety of texts.
Explicit Vocabulary Instruction	☐ NEW ☐	Enhance students' comprehension and communication skills by expanding their vocabulary.
Writing Across the Curriculum	☐ NEW ☐	Strengthen writing skills by integrating writing assignments in all subject areas
Data-Driven Instruction	☐ NEW ☐ EXPAND ☐ REFINE	Use assessment data to inform and adjust teaching practices
Differentiated Instruction	NEW EXPAND REFINE	Cater to diverse student needs and learning styles by providing multiple pathways for learning.

Implementation

How will we do this? Incorporate a wide range of reading materials, both fiction and non-fiction, across different genres and subjects. Implement daily read-aloud sessions and independent reading time.

KEY STRATEGY 1	Literacy-Rich Environment

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?
Professional development sessions focusing on literacy strategies and integrating literacy across subjects.	August
Collaborative Planning: Establish teacher learning communities to share resources, strategies, and experiences.	Early August
Classroom Environment Setup: Reading Corners, Literacy Displays, Labels and Signs:	Early August
Library and Resource Center Enhancement: Book Diversity, Technology Resources	Mid August
Assessment and Data Collection: Baseline Assessments, Data-Driven Instruction	
Curriculum Integration: Interdisciplinary Projects, Writing Across the Curriculum	Ongoing
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?
Preparation and Foundation: Teacher Workshops, Resource Allocation, Classroom Setup, Family Literacy Night	August-September
Implementation and Engagement: Reading Challenges, Literacy Centers, Guest Readers, Student Book Clubs	October
Mid-Semester Assessments, Professional Learning Communities (PLCs), Feedback Collection:	November
Reflection and Celebration: Literacy Showcase, Teacher Reflection Sessions, Celebrate Successes	December

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?
Professional Development for Teachers- Workshops and Training: Organize workshops on effective literacy strategies, such as guided reading and writing workshops. Collaboration and Sharing Sessions Establish regular meetings for teachers to share successful literacy practices and resources. :	January
Classroom Environment- Reading Corners: Set up inviting reading corners in classrooms with a diverse selection of books. Interactive Word Walls: Implement word walls to enhance vocabulary acquisition. Display Student Work: Showcase student writing around the school to celebrate achievements.	February
Curriculum Integration- Cross-Curricular Literacy: Incorporate literacy skills into all subjects. For example, use science texts during reading sessions or write reflections in math journals. Project-Based Learning: Implement projects that require research, reading, and writing	March-April
. Literacy Activities and Programs- Book Clubs and Reading Challenges: Organize book clubs and reading challenges to engage students. Author Visits and Library Events: Invite authors for talks and organize events in the library to stimulate interest in reading. Family Literacy Nights: Host events where families are invited to participate in reading activities.	May
Assessment and Monitoring- Regular Assessments: Conduct regular assessments to monitor students' progress in reading and writing. Feedback Mechanisms: Provide timely feedback to students and adjust teaching strategies accordingly.	May-June

Progress Monitoring

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing. *What are our next steps?* complete when reviewing data**

Early Progress Milestones (implementation/outcome data)	Define specific, measurable, achievable, relevant, and time-bound (SMART) goals for literacy development. BOY Assessments	-Improvement of overall literacy levels across all grades -Tailored instruction to meet diverse student needs effectively. -Enhanced teacher capacity in delivering literacy education. -Foster a data-driven approach to literacy development.	
Mid-Year Benchmark(s) (outcome data)	MOY Assessments, formative and summative assessments to monitor student progress, Classroom observations	-Student Progress and Mastery -Instructional Effectiveness -Curriculum and Instructional Adjustments -Planning for Future Interventions	
End-of-the Year Targets (outcome data)	EOY Assessments, Identify and address gaps in literacy skills through targeted interventions, Use assessment data to tailor instruction to meet individual student needs	-Comprehensive Data Insight -Gap Identification in Literacy Skills -Targeted Interventions -Tailored Instructional Approaches -Continuous Monitoring and Adjustment	

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

KEY STRATEGY 2	Explicit Vocabulary 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?
Curriculum Alignment: Review and align the existing curriculum with vocabulary strategies, ensuring key vocabulary is highlighted.	Late June 2025
Gather and distribute resources such as word lists, vocabulary games, and digital tools to support vocabulary learning.	
Inform parents about the vocabulary instruction focus and provide them with strategies to support their children at home.	
Collaboratively define specific, measurable, achievable, relevant, and time-bound (SMART) goals for vocabulary development.	
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?
Conduct Beginning of Year (BOY) assessments to determine baseline vocabulary knowledge.	Late August-September 2025
Set up vocabulary walls and interactive boards in classrooms to facilitate easy access to vocabulary	September-October 2025
Activate prior knowledge by frontloading vocabulary prior to reading texts. Integrate vocabulary learning into writing and reading lessons	October-November 2025
Continue professional development sessions to address challenges and share best practices	November-December 2025
Ensure vocabulary instruction is integrated across subjects, not just limited to language arts.	November-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?	When will this be in place?
Conduct Mid-Year (MOY) assessments and review formative and summative assessment data to monitor progress.	January-February 2026

Adjust instructional strategies based on mid-year data and feedback from teachers and students.	February 2026
Use conferences to update parents on their child's vocabulary progress and strategies for continued support at home.	February 2026
Encourage group projects that require the use of newly learned vocabulary.	March-April 2026
Continue professional development sessions to address challenges and share best practices	May-June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Define specific, measurable, achievable, relevant, and time-bound (SMART) goals for vocabulary development. BOY Assessments	Identify initial vocabulary levels and areas needing improvement	
Mid-Year Benchmark(s) (outcome data)	MOY Assessments, formative and summative assessments to monitor student progress, Classroom observations	Evidence of student progress in vocabulary acquisition and usage.	

End-of-the Year Targets (outcome data)	EOY Assessments, Identify and address gaps in vocabulary through targeted interventions, Use assessment data to tailor instruction to meet individual student needs	Significant improvement in vocabulary knowledge, closing gaps in understanding, and readiness for the next grade level.	

KEY STRATEGY 3	Writing Across the Curriculum
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?
Meet with all instructional staff to share the school-wide writing goal and the plan for implementation.	August-September
Establish the graphic organizers to be used and model how to use them.	
Distribute folders and notebooks to store writing throughout the school year.	
Determine a schedule: 5-10 samples of writing in each academic subject area (ELA, math, science, social studies)	
Monthly check-ins	
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?
Focus on one BI-MONTHLY key strategy and corresponding graphic organizer or other structure: 2-3 minute ***quick writes.*** ***Reflection*** on science/social studies lesson, ***summarize*** a math concept, ***note-taking***, ***asking critical questions, brainstorming***	Curriculum meetings: September - December
Model, teach and discuss the use of the strategy	
Follow up with grade-level teams	PLC Meetings
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?
Continue to focus on one key strategy from the list above.	Curriculum meetings
Model, teach and discuss the use of each strategy in all content areas.	
Follow up with grade-level teams	PLC meetings

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	5-10 examples of student work per student using the monthly strategies	Early, earnest attempts of writing to learn and evidence of thinking about learning	
Mid-Year Benchmark(s) (outcome data)	5-10 examples of student work per student using the monthly strategies	Increase in intellectual growth as evidenced by longer and stronger writing.	
End-of-the Year Targets (outcome data)	Student samples of strategies and finished formal writing iReady data	Increase in disciplinary knowledge as evidenced by content area assessments and report card grades.	

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

KEY STRATEGY 4	
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?

Step 1: Establish a Vision and Goals • **Define the Purpose: Clearly articulate the purpose of using data-driven instruction. This may include improving student achievement, personalizing learning, or identifying areas for instructional improvement.** • **Set Measurable Goals: Establish specific, measurable, achievable, relevant, and time-bound (SMART) goals for data-driven instruction in alignment with the school's broader educational objectives.** ***Step 2: Build a Data Team*** • **Assemble a Team: Form a data team comprising teachers, instructional coaches, and administrators. This team will lead the initiative, analyze data, and support teachers in using data effectively.** • **Assign Roles: Define roles and responsibilities for each team member to ensure clarity and accountability.** ***Step 3: Invest in Professional Development*** • **Training Sessions: Organize workshops and training sessions on data literacy, including how to collect, analyze, and interpret data.** • **Ongoing Support: Establish mentorship and coaching programs where experienced teachers can support others in implementing data-driven practices.** ***Step 4: Develop a Data Collection Plan*** • **Identify Data Sources: Determine what data will be collected (e.g., standardized test scores, formative assessments, attendance records) and how often.** • **Tools and Technology: Choose the appropriate tools and platforms for data collection and analysis. Ensure all staff are familiar with these tools.** ***Step 5: Create a Data-Driven Culture*** • **Promote Collaboration: Encourage regular data meetings where teachers can share insights, discuss trends, and collaboratively plan interventions.** • **Foster a Growth Mindset: Emphasize the importance of using data as a tool for growth rather than accountability. Celebrate successes and learn from areas of improvement.** ***Step 6: Implement Data-Driven Instructional Strategies*** • **Use Data to Inform Instruction: Train teachers to use data to differentiate instruction, identify student learning gaps, and adjust teaching methods accordingly.**	August

• **Monitor and Adjust: Regularly review data to assess the effectiveness of instructional strategies and make necessary adjustments.** ***Step 7: Evaluate and Reflect*** • **Assess Progress: At scheduled intervals, evaluate the progress towards your goals, using data to measure success.** • **Reflect and Revise: Use findings from evaluations to reflect on practices and revise strategies where needed. Encourage feedback from all stakeholders to continuously improve the process.**	
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?

Step 1: Establish a Data Team

- **Objective: Create a dedicated team to oversee data-driven initiatives.**
- **Actions:**
  - **Identify and appoint team members, including teachers, administrators, and support staff.**
  - **Define roles and responsibilities within the team.**
  - **Schedule regular meetings to discuss data-related activities and progress.**

Step 2: Professional Development

- **Objective: Equip staff with the necessary skills to utilize data effectively.**
- **Actions:**
  - **Organize workshops and training sessions on data analysis and interpretation.**
  - **Provide training on specific tools and software that will be used for data collection and analysis.**
  - **Encourage participation in external seminars and webinars on data-driven instruction.**

Step 3: Data Collection and Analysis

- **Objective: Gather relevant data to inform instructional strategies.**
- **Actions:**
  - **Identify key data points that align with school goals (e.g., student performance, attendance, engagement).**
  - **Implement reliable data collection methods (e.g., assessments, surveys, observation).**
  - **Use data analysis tools to identify trends, strengths, and areas for improvement.**

Step 4: Develop Data-Driven Instructional Strategies

- **Objective: Use data insights to tailor instructional approaches.**
- **Actions:**
  - **Collaborate with teachers to design lesson plans based on data findings.**
  - **Incorporate differentiated instruction to meet diverse student needs.**
  - **Set measurable goals for student achievement and monitor progress.**

Step 5: Foster a Culture of Data Use

- **Objective: Build an environment where data informs decision-making.**
- **Actions:**
  - **Encourage open communication and sharing of data insights among staff.**
  - **Celebrate successes and milestones achieved through data-driven practices.**

September-January

○ **Address challenges and provide support where needed to maintain momentum.** **Step 6: Continuous Monitoring and Evaluation** • **Objective: Ensure the effectiveness of data-driven instruction.** • **Actions:** ○ **Regularly review data to assess the impact of instructional strategies.** ○ **Adjust strategies based on evaluation findings to improve outcomes.** ○ **Collect feedback from staff and students to refine data practices.**	
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?
Timeline: November • **Objective: Form a dedicated team responsible for overseeing data-driven practices.** • **Actions:** ○ **Identify team members including teachers, administrators, and data specialists.** ○ **Define roles and responsibilities for each team member.** ○ **Schedule regular meetings to discuss goals and progress.** **Step 2: Professional Development** **Timeline: December** • **Objective: Equip staff with the skills needed to interpret and apply data effectively.** • **Actions:** ○ **Organize workshops and training sessions on data analysis tools and techniques.** ○ **Provide ongoing support through peer mentoring and collaborative learning groups.** ○ **Utilize SchoolAI's Data Assistant to offer personalized training modules.** **Step 3: Data Collection and Analysis** **Timeline: January** • **Objective: Gather relevant data to inform instructional strategies.** • **Actions:** ○ **Conduct assessments to collect baseline data on student performance.** ○ **Utilize SchoolAI's Data Tools to organize and analyze data.** ○ **Identify trends and areas for improvement based on data insights.** **Step 4: Integration into Instruction** **Timeline: February** • **Objective: Embed data-driven practices into daily teaching routines.** • **Actions:** ○ **Develop lesson plans that incorporate data insights to address student needs.** ○ **Use formative assessments to monitor student progress regularly.**	November-March onwards

○ **Adjust instructional strategies based on ongoing data analysis.** **Step 5: Continuous Monitoring and Adjustment** **Timeline: Ongoing from March** • **Objective: Ensure sustained improvement through regular review and refinement.** • **Actions:** ○ **Hold monthly meetings to review data and adjust instructional plans.** ○ **Encourage teacher collaboration to share successful strategies and insights.** ○ **Utilize SchoolAI's Tools to automate data collection and feedback processes.** **Timeline for Implementation** • **November: Establish the data team.** • **December: Conduct professional development sessions.** • **January: Begin data collection and analysis.** • **February: Integrate data into instruction.** • **March onwards: Continuous monitoring and adjustment.**	

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Student Assessment Data	Standardized Test Scores: Review changes in scores from state and district assessments to measure improvements in student understanding and mastery of key subjects. Formative Assessments: Analyze results from quizzes, exit tickets, and other formative assessments to monitor ongoing student progress and identify areas needing additional support.	

Mid-Year Benchmark(s) (outcome data)	Intervention and Support Data	Response to Intervention (RTI) Records: Review RTI data to evaluate the effectiveness of targeted interventions and support provided to students struggling in specific areas. Special Education Metrics: Monitor the progress and outcomes of students receiving special education services to ensure equitable access to data-driven instruction benefits.	
End-of-the Year Targets (outcome data)	Data Analysis	Trend Analysis: Identify patterns and trends in student performance and engagement over time. Comparative Analysis: Compare data across different student demographics to ensure equity and identify achievement gaps.	

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

KEY STRATEGY 5	Differentiated 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?
Implementing this strategy before the school year begins can set a strong foundation for a successful and inclusive classroom environment.	August-Mid September
Step 1: Understand Your Students: Gather Information: Student Records, Parent Surveys	
Step 2: Analyze Learning Styles	

Step 3: Set Clear Learning Goals: Curriculum Mapping: Align with Standards, Flexible Goals	
Step 4: Design a Flexible Classroom Environment: Physical Setup: Varied Seating Arrangements, Resource Accessibility, Create Learning Centers	
Step 5: Develop a Range of Instructional Material: Tiered Assignments & Assessments, Multi-sensory Materials Step 6: Plan for Ongoing Assessment and Feedback: Pre-Assessments, Continuous Feedback	
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?
Implementing this strategy during the first half of the school year, it's essential to establish a framework to effectively measure and impact differentiated instruction. Step 1: Spend time getting to know the students, their learning styles, interests, readiness levels, and cultural backgrounds. This will help determine which materials and strategies to use. Step 2: Review Iready Data to design RTI groups based on student need.	Mid-September-December
Step 3: Select targeted goals for each RTI group, gather differentiated materials to use with each group: HFW and vocabulary materials for Teir 2 & 3, varied Lexile level materials, text passages of various lengths to build stamina	PLC meetings
Step 4: Design schedule of targeted groups: Consider Reading Specialist schedule, Related Services Schedule, determine how many sessions per week for each group	PLC Meetings, Teacher planning time
Step 5: Create a Safe and Supportive Environment, establish routines, design a positive classroom where students feel safe, included, and comfortable. Step 6: Design Learning Centers for independent work: start with low prep activities that can be added to as students develop more independence. .	Teacher Planning Time
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?
Implementing this strategy during the second half of the school year can significantly enhance student learning and engagement that tailors instruction to accommodate individual learners' needs, interests, and abilities.	

Step 1: Assess Student Readiness and Interests • Pre-assessment: Use formative assessments to gauge students' prior knowledge and skills. • Interest surveys: Identify student interests to incorporate them into lessons. • Learning profiles: Understand students' preferred learning styles (visual, auditory, kinesthetic).	
Step 2 : Flexible Grouping • Group students based on readiness, interest, or learning style. • Use a mix of whole-class, small-group, and individual instruction. • Rotate groups regularly to promote diverse interactions and learning experiences. • Review progress monitoring and revise groups as needed.	
Step 3: Varying Content Delivery • Use multiple instructional materials such as direct instruciton, videos, audio recordings, and hands-on activities. • Offer reading materials at various levels of difficulty. • Provide choices in assignments to cater to different learning preferences.	
Step 4: Differentiating Process • Implement tiered activities that provide varying levels of challenge. • Use graphic organizers and visual aids to support learning. • Incorporate technology, such as educational software, allows self-paced learning.	
Step 5: Adapting Products • Allow students to demonstrate learning in various ways, such as written reports, presentations, or creative projects. • Offer rubrics with clear criteria to guide students in their work. • Provide opportunities for peer review and self-assessment.	
Step 6: Creating a Supportive Learning Environment • Arrange the classroom to include spaces for individual, small group, and whole-class activities. • Establish routines and clear expectations to foster a positive learning atmosphere. • Encourage a growth mindset by celebrating effort and progress.	

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*

Early Progress Milestones (implementation/outcome data)	**Pre-Assessment Tools** • **Diagnostic Tests**: gauge students' prior knowledge, skills, and learning styles • **BOY iReady Assessment** • **Interest Surverys**: surveys to understand students' interests, which can inform content and context personalization. • **Learning Style Inventories:** Identify students' preferred learning styles through inventories **On-Going Assessments** • Formal Assessments • Observations • Student Self-Assessments **Data Analysis** • Collect and analyze data from assessments	• **Flexible Grouping**: Organize students into varied groups based on their skill levels, interests, or learning profiles. • **Tailored Content and Process:** Differentiate content by providing materials at varying levels of complexity • **Personalized Learning Goals:** Set individualized learning goals for each student, ensuring they are realistic and achievable. • **Continued Professional Development:** Engage in professional learning communities within your school to share strategies and insights about differentiated instruction. • **Leveraging Technology:** Use educational technology tools that support differentiated learning	

Mid-Year Benchmark(s) (outcome data)	**Data Collection and Analysis** • **Pre-Assessment Data**: Use formative assessments to gather baseline data on students' knowledge and skills. • **Student Progress Tracking**: Implement tools like portfolios or learning logs to track student progress over time. • **District Test Scores**: Analyze test scores to identify trends and areas needing attention. • **MOY iReady Assessment** • **Classroom Observations**: Regularly observe classroom interactions and student engagement levels. Use rubrics to assess the quality of student participation and collaboration.	**Adjusting Instructional Strategies** • **Flexible Grouping**: Use data to create dynamic student groups based on current performance and learning needs. • **Varied Teaching Methods**: Incorporate a mix of instructional approaches, such as direct instruction, inquiry-based learning, and cooperative learning, to address diverse learning preferences. • **Personalized Learning Goals:** Set individual learning goals with students, focusing on areas identified as needing improvement. **Professional Development** • **Workshops and Training**: Attend professional development sessions focused on advanced differentiation techniques and new educational technologies • **Collaborative Planning**: Join Professional Learning Communities (PLCs) within your school to share strategies and resources for differentiation. • **Reflective Practice**: Regularly reflect on your teaching practices, using journals or discussion groups to	

	Feedback Mechanisms • **Student Surveys**: Conduct surveys to gather student feedback on the effectiveness of different instructional approaches. • **Parent Feedback**: Engage parents through conferences or surveys to understand their perspectives on their child's learning experiences and progress. • **Peer Reviews**: Collaborate with colleagues to review each other's differentiation strategies. Peer insights can provide valuable suggestions for improvement	identify successes and areas for growth. **Leveraging Technology** • **Educational Software**: Utilize apps and platforms that offer adaptive learning experiences, providing students with personalized content and feedback. • **Digital Assessments**: Implement online tools for formative assessments, allowing for immediate data analysis and instructional adjustments.	

End-of-the Year Targets (outcome data)	**Assessment Tools** • **Formative Assessments:** Use quizzes, exit tickets, and observations to gauge understanding and adjust instruction as needed. • **Summative Assessments:** Implement end-of-unit tests and projects to measure student learning against the standards. • **Performance Tasks:** Incorporate tasks that allow students to demonstrate their knowledge in real-world contexts. **Data Collection and Analysis** • **Student Portfolios:** Collect samples of student work over time to track progress. • **Learning Logs:** Encourage students to maintain journals that	**Flexible Grouping** • **Small Groups:** Use data to form groups that address specific skill gaps. • **Interest-Based Groups:** Group students by interests to increase engagement and motivation. **Varied Instructional Strategies** • **Learning Stations:** Set up stations with different activities, allowing students to rotate and engage with the material in diverse ways. • **Tiered Assignments:** Design tasks with varying levels of difficulty to cater to each student's readiness. **Personalized Learning Plans** • **Goal Setting:** Work with students to set individual learning goals and track their progress. • **Choice Boards:** Provide students with a menu of activities to choose from, promoting autonomy and catering to diverse learning **Professional Development** • **Collaborative Planning:** Engage in professional	

	reflect on their learning experiences and challenges. **Feedback Mechanisms** • **Peer Feedback:** Implement structured peer review sessions to enhance learning through collaboration. • **Self-Assessment:** Teach students to evaluate their own work using rubrics, fostering self-awareness and responsibility.	learning communities to share strategies and resources for differentiation. • **Workshops and Training:** Attend sessions focused on best practices in differentiated instruction and data analysis.	

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: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)				
End-of-the Year Targets				

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)*
Student Survey					
Staff Survey					
Family Survey					

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Behavior data, including suspension records and major and minor infraction forms at Hamilton Elementary School, suggests that incorporating non-instructional strategies could significantly enhance PBIS effectiveness. *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Establish Clear Expectations and Communication	☐ NEW ☐ EXPAND ☐ REFINE	Ensure that all staff members are on the same page regarding the expectations for student behavior
Recognize and Reward Positive Behavior	☐ NEW ☐ EXPAND ☐ REFINE	Develop school-wide incentive programs that reward students for exhibiting positive behavior.

Implementation

(How will we do this?)

KEY STRATEGY 1	
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?

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?
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?

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

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

KEY STRATEGY 2	PBIS (Positive Behavioral Intervention System)
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?
Review data from previous years (discipline referrals, attendance, recognition data).	July-August
Adapt PBIS expectations and recognition systems to meet the needs of a K–6 student population.	August
Train all staff including lunch monitors on PBIS Tier 1 expectations, reinforcement systems, and common language.	August
Share PBIS goals and expectations with families via summer newsletters, the school website, and back-to-school nights.	August

Prepare student recognition systems (tickets, rewards, shout-outs, assemblies). Create a list of themed assemblies that the PBIS Committee agrees to. Monthly meeting throughout the year should allow for more ideas to be incorporated for engagement or themed spirit weeks	June-August
School & Family Collaboration: Share PBIS goals and expectations with families via newsletters, the school website, and back-to-school nights.	September-June
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?
Introduction assembly for PBIS and what are our STING and BUZZ values for Hamilton. Continuation of the BUZZ pledge that now will allow students to be picked from all classes ranging from K-6. With hopes of obtaining a new PA System, this should allow easier participation for the lower grades.	Mid-September
Both the Principal and Assistant Principal, visits classrooms to model expectations and build visibility. Sending a strong foundation for the student population to acknowledge the importance of positive behavior.	September-December
PBIS student leaders or ambassadors (Grades 3–6) to promote values and role model PBIS expectations.	September-December
Track positive behavior data and celebrate milestones across all classes. Rewards should be presented at assemblies. Major celebrations before winter break.	September-December
Monthly PBIS team meetings review data and adjust plans as needed.	September-December
Refreshers for staff on consistent reinforcement and behavior intervention strategies through email communication. Use of Minor and Major Forms (electronic version). Paper forms should be available for lunch monitors	September-December
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?
Re-teach expectations after winter break through short PBIS refresher lessons and highlight successes from the first half of the year. This could be incorporated through the guidance counselor's classroom visits for SEL lessons.	Mid-January
Introduce new rewards, events, or class competitions to maintain motivation.	January-May
Identify students needing additional Tier 2 support. Offer small group behavior interventions or mentoring.	January-May
Plan a spring schoolwide celebration tied to STING/Buzz accomplishments. June celebration	June
Gather student/staff feedback to prepare improvements for the following year.	June

Progress Monitoring

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing. *What are our next steps?* complete when reviewing data**

Early Progress Milestones (implementation/outcome data)	- PBIS expectations explicitly taught in 100% of classrooms. - BUZZ Pledge and STING Motto visible throughout the building. - All classrooms use tickets or similar recognition systems. Positive behavior recognitions outweigh referrals at a 4:1 ratio.	100% of students will recite the BUZZ Pledge and STING Motto. Students will eager and ready to behave for BUZZ Points (Bucks)	
Mid-Year Benchmark(s) (outcome data)	PBIS will be an automatic staple in the classrooms and hallways. Attendance rates, mid-year grades, and behavior.	More attendance/Less truancy. Student Role models will be more involved in the implementation of PBIS. Less suspensions and more accountability	
End-of-the Year Targets (outcome data)	PBIS will be carried out at the end of school and into the summer. Parents can carry on the model till Sept.	Succeses in behavior via data, grades, and attendance.	

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)				
End-of-the Year Targets				

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					
Staff Survey					
Family Survey					

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**
Marc Molina	Principal	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Ebony Acheampong-Rogers	Special Education Teacher	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Julie-Ann Barbuto	Special Education Teacher	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Veronica Cordero-Turner	Reading Specialist	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Yesenia Avenaut-Defreitas	Guidance Counselor	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Linda Fortugno	ENL Teacher	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Wendy Lang	Teacher	6/20	6/23	6/24		6/25	6/26	6/20-6/26
Lorena Payne	Teaching Assistant	6/20	6/23	6/24		6/25	6/26	6/20-6/26

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**

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

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

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

Non-Instructional Key Strategy Implementation

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

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

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			