New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2025-26

District	School Name	Grades Served
Mount Vernon CSD	Benjamin Turner Academy	K-8

Collaboratively Developed By:
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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	X
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)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	X

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
We are dedicated to pursuing excellence by upholding high standards and implementing a challenging, rigorous curriculum	☐ NEW ☐ EXPAND ☐ REFINE	This strategy was picked because it communicates the school's dedication to excellence and sets expectations for both staff and students. This commitment will hold staff, teachers, and students accountable. Excellence isn't just about grades; it often extends to character development, work ethic, and resilience. It signals that the school is serious about preparing students for real world success.
Foster Collaboration: Encourage sharing of best practices among educators.	☐ NEW ☐ EXPAND ☐ REFINE	Studies show that when teachers collectively refine their practices, students are more likely to receive high-quality, consistent instruction across classrooms and grade levels. Teachers will feel supported and valued, which will reduce feelings of isolation. This is especially essential for middle school teachers. There is significant physical, social, emotional, and intellectual growth and development for middle school students. They are navigating a period of transition, moving away from childhood towards adolescence, and striving to define their individual identities and their place within peer groups. Teachers collaborating is crucial to the student's success.
Implementing teaching practices that actively involve students in the learning process through discussion, hands-on activities, problem-solving, inquiry, and real-world applications.	☐ NEW ☐ EXPAND ☐ REFINE	Many students are still recovering from the academic and social-emotional setbacks caused by the COVID-19 pandemic. Engagement helps close learning gaps by making students active participants in their education rather than passive recipients.

Apply instructional strategies that promote critical thinking, problem-solving, digital literacy and information literacy, and technology integration. This involves teaching research skills, inspiring a love for reading, curating a diverse and culturally relevant collection, and collaborating with colleagues to seamlessly integrate library resources into the curriculum.	☐ NEW ☐ EXPAND ☐ REFINE	Instructional strategies that promote critical thinking, problem-solving, digital literacy, information literacy, and technology integration offer significant benefits to students by equipping them with essential 21st-century skills. These strategies encourage students to think deeply, question assumptions, and approach challenges with logical reasoning, fostering independent learning, and informed decision-making. Problem-solving activities enhance resilience and adaptability, helping students tackle real-world issues collaboratively and creatively. By developing digital and information literacy, students learn to navigate, evaluate, and use online resources effectively and responsibly, preparing them to function safely and efficiently in a digital world. Integrating technology into learning also increases engagement, personalizes instruction, and provides access to a broader range of tools and resources. Overall, these instructional approaches empower students to become critical thinkers, effective communicators, and lifelong learners who are well-prepared for academic success and future careers.
The ENL Department will ensure that all multilingual learners (students) feel safe, supported, and included in the school environment. Through culturally responsive and multicultural lesson planning, ENL students—whether newly arrived or bilingual—will see their identities reflected and celebrated in the classroom. To foster a sense of belonging, we will actively involve families in school activities and events, providing all communication in families' home languages. This strategy aims to build strong school-home partnerships and support the academic, social, and emotional success of our ENL students within the broader school community.	☐ NEW ☐ EXPAND ☐ REFINE	It ensures that multilingual learners feel valued and included, which directly supports their academic and emotional growth. It also strengthens trust and collaboration with families, creating a welcoming school environment that benefits all students.

Implementation

How will we do this?

KEY STRATEGY 1	We are dedicated to pursuing excellence by upholding high standards and implementing a challenging, rigorous 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?
Scope & Sequence Documents: Ensure every subject has clearly mapped objectives by grade level and by each of the marking periods**.** Will be posted in Atlas for all staff to access. Staff will follow the sequence and if needed it will be updated during the year.	District should post information before August 2025.
Align with state standards, district benchmarks, and college/career readiness skills.	Calendar will post benchmark exam dates in Atlas by September 2025.
Academic Expectations: Establish clear schoolwide policies around rigor, homework, grading, and accountability.	All teachers will prepare their classroom expectations and submit their welcome back letters to parents for the 2025-2026 school year to Mrs. Anderson before the end of the 2025 school year. This does not apply to teachers that will be moved into the building. Grading policy is set by the district.
Behavior Norms: Align academic rigor with strong behavioral expectations and character development.	Teachers should have their norms posted on the first day of school and it should align with other peers schoolwide.
Student Placement: Confirm class assignments consider academic, social-emotional, and behavioral needs.	Over the summer break.
Technology Setup: Set up devices, learning platforms (e.g., Schoology, Infinite Campus), and access for teachers and students.	Before the 1st day of school but after June 27, 2025

Materials & Resources: Ensure all textbooks, manipulatives, science kits, reading libraries, and tech tools are delivered and organized.	Before the 1st day of school in September.
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?
Review IEPs/504s & ELL Needs: Teachers should know which students need accommodation or support**.**	Starting in September when classes/students are known.
RTI/MTSS Plans: Define the process for academic and behavioral interventions.	It should be conducted in the first week of school before students enter.
Meet and Greet/Curriculum Night: Offer a parent meeting or orientation that outlines academic expectations and how families can support learning.	September 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?
Teachers will assess, regroup, and monitor student progress.	Before December
Annual reviews for students	After January 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)	Data from the data tracker will be reviewed. IReady scores	Levels of students. No loss over the summer.	
Mid-Year Benchmark(s) (outcome data)	iReady scores, Scores on district assessments, progress reports, report cards, observations made by peers, admins and district walk through.	Increase levels on iReady. Satisfactory walkthroughs with teachers completing the data tracker and implementation of district curriculum.	

End-of-the Year Targets (outcome data)	Teacher observations, report cards, iReady data, formative assessments, and student work.	90%-100% of the observations show that teachers are implementing district outlines curriculum. Students have increased their iReady scores.	

KEY STRATEGY 2	Foster Collaboration: Encourage sharing of best practices among educators.
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?
Schedules of teachers should be finalized before the 25-26 school year begins.	Before September 2025
Teacher rooms should be finalized.	Before September 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?
PDs should be implemented so teachers can collaborate.	September and ongoing
Frequent peer class visits. What are some strategies that other teachers are using that may be of value to others.	September and ongoing.
Weekly team meetings PLCs.	September and ongoing
Set up a shared digital folder or group chat for quick resource sharing.	September and ongoing
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 a quick teacher survey or hold a staff discussion to identify current challenges and areas of success**.**	January 2026
Have a final share-out session where teams present strategies that significantly impacted their classrooms.	End of 25-26 schoolyear
Survey teachers on what worked well and what could be improved for next year.	End of 25-26 schoolyear.

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)	Team notes and minutes.	Consistent meetings. PLC meetings are formed, and schedules are set. Digital platforms and set up for access. Initial feedback stating that the meetings are welcomed and needed.	
Mid-Year Benchmark(s) (outcome data)	Attendance records.	Peer observations signup sheets are being monitored. Teachers still meet regularly. Teachers can articulate specific improvements in their practice.	
End-of-the Year Targets (outcome data)	Teachers can articulate specific improvements in their practice. Increased willingness to continue collaboration next year.	The behavior of children is more manageable. The scores have improved (iReady for example). Feedback indicating what should continue, stop, or be improved for next year. Teachers feel more connected to their colleagues.	

KEY STRATEGY 3	Implementing teaching practices that actively involve students in the learning process through discussion, hands-on activities, problem-solving, inquiry, and real-world applications.
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?
Create rules about technology in class. Ex. No phones in the classroom. The use of only district given laptops.	Before September 2025
Arrange flexible seating, learning stations, and visuals that represent student diversity and interests.	Before the 1st day of school.
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?

Build relationships, establish expectations, and create a learning environment where students feel valued and motivated**.**	Beginning of the 25-26 school year
Use interactive, low-stakes activities to get students involved early.	Starts beginning of the 25-26 school year.
Ask open-ended questions: Prompt students to explore, investigate, and ask their own questions.	Beginning of the 25-26 school year.
Guest speakers and field trips: Bring in professionals or take students to places where they can see concepts in action.	Beginning of the 25-26 school year.
Use Socratic seminars: Encourage deep discussion where students lead the conversation and critically examine ideas (7th and 8th grade).	Beginning of the 25-26 school year.
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Apply culturally responsive teaching practices to make learning relevant and inclusive**.**	January 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)	Checklist for early walkthroughs. Teacher self reflection forms.	Students will be actively working. Teachers will be facilitating rather than lecturing. The teacher listens more than talks.	

Mid-Year Benchmark(s) (outcome data)	Active learning strategies are embedded in most weekly lessons. Lessons feature higher order thinking tasks (application, analysis, creation). Teachers are using formative assessments tied to active learning (exit tickets, group projects, peer assessments).	Students are demonstrating deeper collaboration (independent group work, leading discussions). Students can explain what they are learning and why they are learning. increased student ownership (student choice projects, inquiry-based tasks).	
End-of-the Year Targets (outcome data)	Conduct end-of-year summative assessments. Collect feedback from teachers, students, and families. Begin planning for 2026-2027 school year adjustments and deeper implementation.	School-wide evidence of rigorous, engaging instruction. Documented impact of teacher collaboration on student outcomes. Student achievement data shows measurable growth. A strategic plan will be created for next year's scaling and improvement.	

KEY STRATEGY 4	Apply instructional strategies that promote critical thinking, problem-solving, digital literacy and information literacy, and technology integration. This involves teaching research skills, inspiring a love for reading, curating a diverse and culturally relevant collection, and collaborating with colleagues to seamlessly integrate library resources into 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?
Write a clear set of expectations for library use, including the process for checking out and returning books, as well as guidelines for noise levels.	Before September
Ensure clear and easy-to-understand signage for different sections of the library.	Before the 1st day of school.
Arrange books in a way that is easy for students and staff to browse and find what they're looking for.	Before the 1st day of school.
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?
Use instructional strategies to promote the development of critical thinking, problem-solving abilities, digital literacy, and information literacy.	Beginning of the 25-26 school year
Curate and maintain culturally relevant collections, nurture a passion for reading, teach research skills, collaborate with colleagues on curriculum integration, and ensure access to a diverse array of books and informational resources.	Beginning of the 25-26 school year
Create professional development YouTube videos to guide teachers on how to integrate library and technology resources into their lesson plans and curriculum.	Beginning of the 25-26 school year
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Adopt culturally responsive practices by fostering an inclusive learning environment and promoting culturally relevant information literacy, while designing library spaces where all students feel valued and empowered to actively engage in their learning.	January 2026
Encourage students to read books and explore resources that reflect a broad spectrum of cultures, experiences, and perspectives.	January 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)	Comprehensive Checklist for the Library Media Center: First Quarter of School	Students will actively engage in their learning, enhancing their critical thinking, problem-solving abilities, digital literacy, and information literacy. The library media specialist will support and guide students in these areas, collaborating with subject teachers to seamlessly integrate library resources into the curriculum.	
Mid-Year Benchmark(s) (outcome data)	Students' active engagement reflects Inquiry and Design Thinking to help them create new knowledge and use multiple literacies to explore, learn, and express ideas. Lessons facilitate students' development of civic responsibility, respect for diverse perspectives, collaboration, and digital citizenship. Colleagues effectively integrate library resources into the teaching, learning process, and curriculum.	Students apply Inquiry and Design Thinking to create new knowledge and use multiple literacies to explore, learn, and express ideas. Students show increased civic responsibility, respect for diverse perspectives, collaboration, and practice digital citizenship. Increase students' use of the SORA e-Library App, NOVEL NY databases, and PebbleGo database to facilitate Inquiry and Design Thinking, creation of new knowledge, and develop multiple literacies to explore, learn, and express ideas.	

End-of-the Year Targets (outcome data)	Conduct an end-of-year library media survey with school leadership, teachers, and students. Analyze feedback and begin planning for 2026-2027 school year adjustments.	Whole-school evidence of critical thinking, problem-solving abilities, digital literacy, and information literacy. Documented impact of colleagues' effective integration of library resources into the teaching, learning process, and curriculum.	

KEY STRATEGY 5	The ENL Department will ensure that all multilingual learners (students) feel safe, supported, and included in the school environment. Through culturally responsive and multicultural lesson planning, ENL students—whether newly arrived or bilingual—will see their identities reflected and celebrated in the classroom. To foster a sense of belonging, we will actively involve families in school activities and events, providing all communication in families' home languages. This strategy aims to build strong school-home partnerships and support the academic, social, and emotional success of our ENL students within the broader school community.

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 ENL Department will work in collaboration to: 1. Identify ENL Students & Language Needs: Collaborate with the school registrar and data team to review incoming ENL student information, NYSESLAT scores, and home language surveys to plan targeted supports and identify translation needs early.	Before school year 2025-26' begins
2. Prepare Multilingual Welcome Materials: Create welcome packets in students' home languages, including school routines, classroom expectations, and family resource guides. Include a personalized welcome letter from the ENL team.	Before school year 2025-26' begins
3. Professional Development for Staff: Share with all staff a link from engage.ny on culturally responsive practices, trauma-informed support for newcomer students, and integrating multicultural content into instruction across subjects.	Before school year 2025-26' begins
4. Plan Culturally Responsive Curriculum Themes: ENL teachers will co-plan multicultural lesson units that honor students'	Before school year

backgrounds, incorporating culturally relevant literature, visuals, and project-based learning activities.	2025-26' begins
5. Family Outreach & Community Connections: Schedule welcome calls to connect with families before the school year begins, and invite them to the school's multilingual orientation event.	Before school year 2025-26' begins
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?
1. Launch Multicultural Classroom Projects: Begin the year with "Who We Are" projects where students share their heritage, languages, and traditions through art, writing, or presentations. Display these throughout the school to promote visibility and belonging.	Sept/ Oct 2025
2. Hold a Multilingual Family Night (Fall): Host a welcoming event for ENL families featuring translators (ipads), cultural food, student showcase (the will present their projects), and breakout sessions explaining school systems, academic expectations, and how families can get involved.	(During Parent Involvement)
3. Provide Ongoing Staff Support: Offer mini-PD sessions (during RTI Meetings) for teachers on integrating ENL strategies, supporting language development in the content areas, and using visuals, sentence frames, and multilingual resources.	(Monthly)
4. Ensure Language Access for All Communication: Audit and monitor school-wide communication (emails, flyers, robocalls, parent letters) to ensure they are consistently translated into students' home languages. Partner with bilingual staff or interpretation services to support this.	(Monthly)
5. Collaborate with Key Stakeholders: Meet with guidance counselors, school social workers, and classroom teachers to create support plans for ENL students, including emotional check-ins and translation protocols for ongoing communication.	(Quarterly)
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?
1. Student-Led Cultural Celebration Event: Plan a school-wide multicultural fair or international day where ENL students take the lead—sharing food, music, dances, stories, and traditions from their cultures to foster pride and school-wide cultural appreciation.	Early Oct (During Hispanic Heritage Month)
2. Academic & Language Progress Monitoring: Conduct mid-year reviews of ENL student data (including speaking, listening, reading, and writing benchmarks- Using Imagine Learning & Ready) to adjust supports, provide targeted interventions, and ensure readiness for NYSESLAT testing.	Jan 26' (after Christmas break)

3. Family Learning Workshops: Host bilingual workshops focused on literacy at home, navigating report cards, understanding state testing, and using tech tools like Google Translate to stay connected with school staff.	Feb 26' (after winter break)
4. End-of-Year Reflection & Feedback: Survey ENL students and families (in their home languages) about their experience at school—what made them feel included, what challenges they faced, and how the school can improve its inclusivity efforts. Use responses to inform planning for the next year.	June 26'

Progress Monitoring

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

We will measure progress through student placement, engagement in ENL lessons, family participation in school events, staff use of ENL strategies, and ENL student academic/language growth using formal and informal assessments.

	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)	- NYSESLAT scores from previous school year -NYSITELL scores	- Improved NYSESLAT proficiency levels -ENL students grouped properly according to grade/ENL level	(To be completed after data review – use this for reflective discussion in winter/spring)
Mid-Year Benchmark(s) (outcome data)	- Family engagement logs - Staff PD attendance - Student work samples (e.g., cultural projects) - Participation in multilingual events - Translation usage logs for communication	- Increased family involvement in school activities - Higher staff confidence in supporting ENL students - Greater student participation in cultural events - More consistent translation of school-wide communication	

End-of-the Year Targets (outcome data)	-ENL department review yearly data- Analyzes Iready and imagine learning scores -Parent surveys are emailed and distributed (home language)	- 85% of ENL students improve at least one proficiency level on NYSESLAT - 100% of key school communications translated into top home languages - 90% of ENL students report feeling included and safe in school (via survey) -Family engagement increases year-over-year based on attendance logs and surveys	

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)	i-Ready Diagnostic scores (Reading and Math) - Imagine Learning usage and progress reports - ENL progress monitoring assessments (e.g., running records, writing samples) - Informal classroom assessments and observations	- Culturally responsive and scaffolded instruction in ENL and content-area classes - Multicultural curriculum that promotes engagement and confidence - Increased family communication and involvement to reinforce learning at home - Targeted small group ENL instruction based on language proficiency - Ongoing collaboration with content-area teachers to support integrated language development	- Students showing growth in i-Ready and Imagine Learning benchmark scores by mid-year - Improvement in oral language fluency and writing skills - Increased student engagement and participation in class activities - More students progressing toward grade-level expectations in reading and math - Higher student confidence and willingness to use academic language in class	(To be completed after mid-year data review – use this to reflect and refine instructional approaches)

End-of-the Year Targets	Same as above	Same as above	*Targeted for May/June* - 85% of ENL students show overall growth on i-Ready (Reading and/or Math) - 80% of students meet individual learning goals in Imagine Learning - 70% of ENL students improve at least one proficiency level on NYSESLAT - 70% of students demonstrate grade-level appropriate writing and oral language on informal assessments - Teachers report increased academic engagement and reduced language-related frustration	

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	I believe my academic needs are being met. I believe I am academically performing at my full potential.	1-5	N/A	75% or higher will agree or strongly agree	
Staff Survey	I believe my students' academic needs are being met. I believe my students are academically performing at their full potential.	1-5	N/A	75% or higher will agree or strongly agree	
Family Survey	I believe my child's academic needs are being met. I believe that my child is academically performing at their full potential.	1-5	N/A	75% or higher will agree or strongly agree	

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. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Health & Safety Team Meetings	☐ NEW ☐ EXPAND ☐ REFINE	Health & Safety team to be representative of all stakeholders and continue to meet regularly as a team and quarterly with building staff to provide safety drill procedures/reports, emergency drill procedures, and bus drill procedures to be in compliance with district-wide emergency safety plan and building-level emergency response plan. Parent drop-off & pick-up, and bus procedures need to be reviewed and refined to ensure proper safety for children.
Social Emotional Learning (SEL) Initiatives	☐ NEW ☐ EXPAND ☐ REFINE	SEL classroom lessons must be conducted regularly by the school counselor and monitored by administration to identify students needing additional levels of support and intervention. Bully Prevention Initiatives (i.e. No Place for Hate (NPFH), Positive Behavioral Interventions & Supports (PBIS) and Dignity for All Students Act (DASA) need to be implemented with fidelity to reinforce a positive school climate where all stakeholders (i.e. students, staff, families, school community) are following the same set of behavioral expectations and code of conduct.

Implementation

(How will we do this?)

KEY STRATEGY 1	At Benjamin Turner Academy, we will ensure a physically and emotionally safe learning environment for all students, staff, families and community members through proactive planning, stakeholder collaboration, and consistent implementation of safety protocols.

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?
School leaders will establish a Health & Safety Team representative of all stakeholders to review the previous year's safety outcomes and update the school's safety protocols and logistical procedures to ensure a safe learning environment.	EPM
Expectations regarding parent drop-off and pick-up procedures will be reviewed and shared with all stakeholders to ensure proper safety for children.	EPM
Bus safety procedures and protocols for staff, students and families will be reviewed and refined to ensure proper safety for children. This includes staff practices and expectations for student arrival and dismissal, emergency drill procedures, and student behavior expectations.	EPM
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 Health & Safety team will meet regularly to coordinate and review safety protocols. The team will meet quarterly with building staff during faculty and/or curriculum meetings to provide updates on safety and emergency drill procedures. These updates will ensure alignment with the district-wide Emergency Safety Plan and the building-level Emergency Response Plan.	MYB
Clear communication with staff, students and families, via email, meeting agendas, handbooks, letters and announcements, newsletters, school website updates, and robocalls. Visual aids for drop-off/pick-up procedures and emergency protocols. Age-appropriate safety lessons and drill practice will be provided to students with Visual reminders (posters, signage) throughout the building.	MYB
Continued communication with staff about proper supervision and roles during bus procedures and emergency drills.	MYB
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 Health & Safety Team will continue to review and analyze data, identify trends and gaps, and prioritize areas for intervention.	EYT
Various communication methods will be used to share updated protocols, procedures, and expectations with all stakeholders.	EYT

Progress Monitoring

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

Non-Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Health & Safety Team data practices reflected in the qualitative data and/or descriptions of where we strive to be at the end of the 2025-26 school year.	The school leader in collaboration with the Health & Safety Team will provide clear communication regarding drills, emergencies, and safety procedures. Staff understanding of their roles and monitoring student behavior during the drills. Staff and parent feedback reviewed during the Health & Safety Team meeting post-drills. Bus drill procedures to be conducted with staff understanding of their roles. Adequate staff at their designated locations to manage student safety during bus morning arrival and afternoon dismissal. Clear procedures for parent drop-off & pick-up. An efficient traffic flow and safe traffic patterns are maintained. Proper visible signage and communication with clear instructions for staff, parents, and visitors in the parking lot.	

Mid-Year Benchmark(s) (outcome data)	The Health & Safety Team will gather ongoing feedback from staff, students and parents, observations, and analyze the quantitative and qualitative data to assess the goals met.	The health and safety team will continue to meet regularly and review safety drill procedures, emergency drill procedures and bus procedures from the 2024-2025 year. The health and safety team and/or representative will keep the faculty informed regularly on safety policies and procedures at faculty and/or curriculum meetings. The school leaders will meet with school bus monitors to identify areas in need of improvement to ensure safe morning arrival and afternoon dismissal for students who ride the bus.	

End-of-the Year Targets (outcome data)	The school leader in collaboration with the Health & Safety Team will review the 2024-2025 data including to identify area in need of improvement for the 2025-2026 school year. An action plan will be created to address areas in need of additional support.	Staff, student and parent compliance with all safety procedures will increase from September 2025 to June 2026	

KEY STRATEGY 2	To foster a safe, inclusive, and emotionally supportive school environment where all students develop the social and emotional skills necessary for academic success, positive relationships, and lifelong well-being.
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?
School leaders will collaborate with the support staff and various teams (MTSS/PBIS, NPFH, DASA) to review the previous year's SEL data, identify areas for growth, and develop targeted strategies to enhance student well-being and school climate.	EPM
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?
School leaders will ensure that teams work collaboratively with stakeholders to implement classroom-based SEL supports and school-wide activities that are	MYB

intentionally aligned with key school priorities (bullying prevention, social justice, student leadership, cultural awareness and diversity, career readiness, and academic achievement). These efforts will be coordinated to enhance student outcomes and foster a positive school climate and inclusive school community.	
SEL classroom lessons will be conducted weekly by school counselors and monitored by administration to identify students needing additional levels of support and intervention.	MYB
The school leaders will ensure MTSS/PBIS is implemented with fidelity to reinforce a positive school climate where all stakeholders (i.e. students, staff, families, school community) are following the same set of behavioral expectations and code of conduct.	MYB
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 school leadership will continue to collaborate with the various teams to reassess data to measure growth and impact and gather feedback from stakeholders for planning and intervention.	EYT
School-wide programs and initiatives will be monitored to track progress to ensure a positive school climate which promotes bullying, inclusivity, diversity, social justice, and allyship for the school community.	EYT
We will collect Mid-Year SEL Data (surveys, behavior logs, counselor reports to analyze growth and gaps in student well-being and school climate. Data will be shared with staff for feedback. We will facilitate feedback from students and families. SEL strategies will be refined for the remainder of the year 2025-2026 and a plan will be put in place for sustainability for the 2026-2027 school year.	EYT

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 Data, Adult/School-wide Behaviors and Practices, Student Behaviors and Practices reflected in the qualitative data and/or descriptions of where we strive to be at the end of the 2025-26 school year.	Data for MTSS/RTI and DASA will decrease from September 2025 to June 2026. Results from the No Place for Hate team survey will be implemented from September 2025 to June 2026. Data for PBIS Tier I school-wide expectations will reflect an increase in positive student behavior expectations from September 2025 to June 2026. Data from PBIS Tier II and III referrals will decrease from September 2025 to June 2026.	

Mid-Year Benchmark(s) (outcome data)	The leadership team will determine adequate progress towards achieving school goals by: 1) mid-year review of student referral and suspension data, 2) ensuring teachers have an understanding of what differentiation looks like, 3) ensuring all teachers are familiar with SEL, PBIS, NPFH, and DASA procedures.	SEL workshops and diversity/cultural professional development will increase from September 2025 to June 2026. Data for MTSS/RTI, PBIS, DASA and discipline office referrals will decrease from September 2025 to June 2026. Results from the No Place for Hate team survey will be implemented from September 2025 to June 2026. Staff modeling of positive behaviors and participation in MTSS/RTI, PBIS, and NPFH will increase from September 2025 to June 2026. Staff and family participation and collaboration with PTA and SEPTA will increase from September 2025 to June 2026. School and family communication will continue to improve (i.e., in-school announcements, calendar, newsletters, robocalls, flyers, letters/correspondence) from September 2025 to June 2026. Staff, family & community engagement participation in school-wide activities/district events and workshops will increase from September 2025 to June 2026.	

End-of-the Year Targets (outcome data)	The school leader in collaboration with the PBIS team will review the 2024-2025 data including MTSS/RTI referrals, behavior incidents, office discipline referrals, suspensions, DASA referrals, and/or promotion/ retention lists to identify students who may need additional academic and/or social/emotional support for the 2025-2026 school year. Identified students will be referred to the appropriate team for follow-up intervention and support (i.e., MTSS/RTI team, team, PBIS Team, check-in/check-out, social skills instructional groups, targeted intervention groups, DASA team, NPFH team, clinical support staff, in-school counseling, parent liaison,	Participation in school-wide and district activities that include understanding of diverse groups will increase from September 2025 to June 2026 (i.e., Unique Learners). Students being recognized for participation in school-wide programs/activities and district events (i.e., Student Advisory Council, PBIS, and NPFH) will increase from September 2025 to June 2026. Suspensions, discipline office referrals, DASA referrals and chronic absenteeism will continue to decrease from September 2025 to June 2026.	

	community resources). Greater effort is needed by the school leadership team to ensure these activities are sustained throughout the school year.		

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)	The leadership team will determine adequate progress towards achieving school goals by: 1) mid-year review of Health & Safety Team quarterly meetings and minutes, staff, student parent and community feedback, student referral and suspension data, 2) ensuring teachers have an understanding of what differentiation looks like, 3) ensuring all teachers are familiar with SEL, PBIS, NPFH, and DASA procedures.	**Strengthen health and safety team function and accountability**- Conduct regular, data-informed Health & Safety Team meetings and follow through on action items. This will Ensure proactive identification and resolution of safety and climate issues that lead to referrals and suspensions **Embedding Social- Emotional Learning and PBIS-** Provide explicit training and implementation support for SEL curricula, and PBIS, practices across all classrooms. This will provide emotional regulation, conflict resolution, and positive peer relationships which are key in reducing referrals and suspensions. **Building staff familiarity and fidelity with NPFH-** To ensure staff are trained on NPFH and DASA	A 10% increase in staff, students and parent compliance with all safety procedures. A 5% decrease in office discipline referrals by January 2026. All teachers will have implemented the goals to ensure struggling learners receive the interventions they need.	

		and know how to respond to bias and bullying incidents. This will create a more inclusive and respectful school environment.		

End-of-the Year Targets	The school leader in collaboration with the PBIS team will continue to review and monitor the 2024- 2025 data including safety plans, Emergency drill procedures, bus procedures, parent drop off/pick-up procedures, parking lot traffic flow, MTSS/RTI referrals, behavior incidents, office discipline referrals, suspensions, DASA referrals, and/or promotion/ retention lists to identify students who may need additional academic and/or social/emotional support for the 2025-2026 school year. Identified students will be referred to the appropriate team for follow-up intervention and support (i.e., MTSS/RTI,	**Systematic Monitoring and Data Driven Decision Making-** An ongoing review of comprehensive data (behavioral, academic, safety and social emotional) by the school leader and PBIS team. This will enable early identification of at-risk students, leading to timely and targeted intervention to reduce suspension and behavioral incidents. **Strengthening MTSS/ RTI-** Use academic and behavioral data to refer students for tiered academic or social emotional support. This will reduce the likelihood of academic failure and chronic behaviors. **Enhancing PBIS implementation-** Sustain PBIS framework schoolwide to reinforce positive behavior expectations, consistent consequences and student recognition systems. **Cross team collaboration for**	Our hope is by June 2026, the school leader and stakeholders will expand bullying prevention activities, diversity and cultural awareness to promote a safe learning environment. The social/emotional health of students will be evidenced by a 10% decrease in student suspension, office referrals, and an increase in student engagement in classroom discussions, peer/teacher relationships, and school-wide student-led activities (i.e., student advisory council, NPFH).	

	PBIS, DASA, NPFH, clinical support staff, In school counseling, parent liaison, community resources). The school leader will ensure these activities are sustained throughout the second half of the school year.	**student support-** Refer identified students to specialized teams and supports (DASA, NPFH, clinical support staff, counseling etc.) This will ensure that students receive holistic support. **Review and Refinement of Safety Procedures-** Regularly assess and update safety protocols (emergency drills, and transportation) based on incident data and stakeholder input.		

Spring Survey Targets

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey results are available)*
Student Survey	I know what the rules are for my school.	MTSS/PBIS, SEL, NPFH	88%	93% will agree or strongly agree	
Staff Survey	Staff members treat students with respect.	MTSS/PBIS, SEL, NPFH	98%	100% will agree or strongly agree	
Family Survey	My child is accepted at school.	MTSS/PBIS, SEL, NPFH	95%	100% will agree or	

				strongly agree	

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**
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*

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			