



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Wheatland-Chili Central School District	Wheatland-Chili MS/HS	6-12

Collaboratively Developed By:

The Wheatland-Chili MS/HS SCEP Development Team

Dr. Stephen Kenny	Superintendent
Camille Zitz	MS/HS Principal
Jason Shetler	MS/HS Assistant Principal
Dr. Dan Murray	Elementary Principal
Keara Mikoll	Elementary Assistant Principal
Mary Vito	Director of Pupil Personnel Services
Erin Ayers	Teacher
Anthony Mannara	Teacher
Kara Soule	Teacher
Elizabeth Cullum	Parent

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 26-27
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	X
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.

N/A

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

A total of 12 students, representing grades 6 through 12, were interviewed in the spring of 2025 and again in the spring of 2026. Each grade level was represented by one student from the identified subgroup; ensuring a range of perspectives across the secondary school spectrum. Students responded to questions focused on respect, school climate, assessment understanding, academic preparation, and instructional support in math and English Language Arts. Findings from both interview sessions indicate that students have a strong desire to succeed on both classroom and state assessments. They also demonstrated the ability to reflect on their academic performance and personal growth over time. Across responses, students consistently emphasized the importance of clear expectations, meaningful feedback, and opportunities to improve.

These results align closely with John Hattie's research, which identifies feedback as a high-impact instructional strategy for improving student learning and achievement. The consistency of responses between 2025 and 2026 confirms prior interview data and reinforces patterns observed in student survey results from spring 2026. Additionally, student feedback supports the District's continued emphasis on two key instructional strategies grounded in Hattie's work:

- Effective feedback, which helps students understand their progress and next steps
- Multiple exposures, which provide repeated opportunities to engage with and master content

Based on these findings, the District will continue to prioritize the integration of feedback and multiple exposures into classroom instruction to strengthen student learning outcomes and support academic growth.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The strategies identified within the plan are research-based and are shown to improve subgroup performance. By increasing the awareness and engagement of both parents and students in the assessment process, stakeholders will develop a deeper understanding of the purpose and importance of student assessment outcomes. Additionally, providing students with increased opportunities to engage with assessment-aligned questions and strategies will strengthen their ability to apply knowledge effectively. This targeted practice will support improved performance by building familiarity, confidence, and critical thinking skills needed for success on assessments.

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Through multiple exposures students will encounter, engage with, and elaborate on new knowledge and skills strategically aligned to New York State Grades 3-8 ELA and Mathematics standards that Wheatland-Chili students underperform on based on their grade level peers in NYS.	☐ NEW ☐ EXPAND ☒ REFINE	In the spring of 2025, 83% of students who participated in the interviews indicated that they would like more opportunities to engage in New York State (NYS) assessment preparation. A review of the Grades 6–8 gap analysis revealed that students performed significantly better on multiple-choice questions than on constructed response items aligned to the same standards, based on state assessment results from the 2023–2024 school year. Spring 2026 student interview data further examined this trend, indicating that over 85% of students continue to express a desire for increased opportunities to engage in NYS assessment preparation. To expand upon this key strategy, curriculum writing projects will be implemented to ensure consistency across grade levels, in collaboration with BOCES ELA and mathematics instructional specialists. Additionally, during the spring of 2025–2026 school year, the District conducted a comprehensive curriculum audit of the WCCSD PreK–8 ELA and Mathematics programs. The purpose of this audit was to ensure that the essential understandings and anchor standards outlined in the NYS Next Generation Learning Standards are explicitly embedded in the curriculum, strategically instructed to all students, and systematically assessed by classroom teachers.

Instructional Key Strategies for Improvement

		In the summer of 2026, the District will facilitate Curriculum Writing Training to support staff in developing and implementing a standards-based curriculum design. This work will include the creation of common assessments and standards-based instructional units to be used consistently throughout the school year. The District will also continue to support Grades 3–8 teachers in the development of common formative assessments that align to NYS Learning Standards and that reflect the rigor embedded within the NYS Grades 3–8 ELA and Mathematics assessments. During the 2026–2027 school year, the District will continuously monitor implementation data related to parallel tasks and common assessments to ensure evidence of student learning progress. This ongoing analysis will help identify, prevent, and address learning gaps associated with ELA and Mathematics priority standards.
Incorporate frequent teacher feedback and student reflection that mirrors how students are evaluated on the assessments.	☐ NEW ☐ EXPAND ☒ REFINE	In the spring of 2025, 83% of students who participated in the interviews indicated that they would like more teacher feedback on their assessment performance. In the spring of 2026, 81% of students who participated in the interviews indicated that they would like more teacher feedback on their assessment performance, demonstrating a continued emphasis on the importance of timely and meaningful feedback in supporting student growth. To expand upon this key strategy, teachers will implement consistent and timely feedback practices throughout the school year. Feedback protocols will be emphasized during professional development sessions and department meetings to ensure a shared understanding of effective practices across grade levels and content areas. During the 2025–2026 school year, the District facilitated structured data conversations focused on student performance on the NYS ELA and Mathematics Assessments. Teachers examined examples of effective feedback mechanisms that promote student learning and engaged in

Instructional Key Strategies for Improvement

		collaborative analysis of student data at strategic points throughout the year. During the 2026–2027 school year, Grades 3–8 ELA and Mathematics teachers will participate in systematic data reviews conducted three times annually. These reviews will provide opportunities for teachers to analyze student achievement on specific NYS ELA and Mathematics anchor standards that are explicitly spiraled and assessed within the WCCSD curriculum. Through this process, teachers will identify students who have demonstrated mastery, as well as those who require additional instructional support or targeted interventions. The District will continue to refine and expand its systematic process for monitoring student progress on Grades 3–8 NYS ELA and Mathematics anchor standards. This ongoing focus will ensure that feedback is used effectively to inform instruction, close learning gaps, and support all students in meeting grade-level expectations.
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Implementation

How will we do this?

KEY STRATEGY 1	Through multiple exposures, students will encounter, engage with, and elaborate on new knowledge and skills.	
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
Curriculum leaders will continue to work with departments to ensure that everyone understands what a parallel task is. A parallel task refers to the format and level of rigor consistent with state assessments.		Summer 2025
Curriculum writers will revise the Grades 3–8 ELA and Mathematics curriculum to clearly identify New York State (NYS) anchor standards that are consistently assessed throughout the school year.		Summer 2026
An identified group of middle/high school teachers will engage in a Science of Reading study/professional development.		Summer 2025
In the summer of 2026, the majority of the District’s elementary teachers, along with a targeted group of middle school teachers, will complete the SUNY New Paltz Science of Reading micro credential training.		Summer 2026

Instructional Key Strategies for Improvement

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?
Set expectations on when and how often parallel tasks are utilized. A parallel task refers to the format and level of rigor consistent with state assessments. In 2025-26 teachers used state release questions that aligned to clusters of standards in their instruction and assessments.	Fall 2025
In the summer and fall of 2026, 3-8 educators will continue to create common formative assessments that align to NYS ELA and Mathematics standards. These assessments will be administered at the beginning, middle and end of the year. The assessments and the assessment calendar will be embedded within the WCCSD Curriculum in Atlas. 2025-26 NYS ELA and mathematics assessment data will be reviewed in the beginning of the 2026-27 school year to identify students who did not meet grade level expectations on the 2026 ELA and Mathematics Assessments.	Fall 2026
Curriculum Leaders, departments, and grade level teams will have dedicated time throughout the school year to review curriculum updates including identified anchor standards in ELA and Mathematics.	Fall 2025/2026
Benchmark assessments Continue to develop Common Benchmark assessments in grades 3-8 that align to NYS ELA/Mathematics Learning Standards. The assessments that were developed during the 2025-26 school year will be reviewed and revised.	Fall 2025
Common benchmark assessments will continue to be developed and administered throughout the 2026–2027 school year. The District will also establish a systematic process for reviewing assessment results and analyzing their instructional implications. Assessment outcomes will be shared with students, and a structured self-assessment protocol will be implemented to help students identify areas for growth, reflect on their performance, and take an active role in their learning.	Fall 2026
Work at the district level to create processes that promote literacy. Professional development on the Science of Reading at both the elementary and middle/high school level, utilizing BOCES ELA instructional specialists. Science of reading professional learning sessions occurred throughout the school year and focused on literacy across all content areas.	Fall 2025
The District will develop a consistent data analysis protocol to examine student achievement on New York State (NYS) Grades 3–8 ELA and Mathematics assessments, as well as NYS Regents examinations. Grades 3–8 staff will systematically review NYS assessment results to identify areas of strength and areas requiring continued instructional focus.	Fall 2026
The District will continue to partner with BOCES ELA instructional specialists to support the implementation of research-based instructional practices aligned to the Science of Reading. This partnership will strengthen instructional coherence and ensure that evidence-based strategies are effectively integrated across classrooms to support student achievement.	
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Midterm assessments to help identify student needs and growth. Ensure that midterm assessments align to NYS ELA and Mathematics standards and are parallel in rigor to NYS assessment questions.	Winter 2026 Winter 2027
Continue work at the district level to create processes that promote literacy. Professional development on the Science of Reading at both the elementary and middle/high school level, utilizing BOCES ELA instructional specialists. Continue with this work in 2026-27.	Spring 2026 Spring 2027

Instructional Key Strategies for Improvement

Similar to the 2025–2026 school year, results from common assessments will be analyzed to identify patterns in student understanding, levels of mastery, and areas of learning gaps. Teachers will participate in systematic data reviews scheduled throughout the school year to assess student learning needs and determine the instructional strategies necessary to promote mastery.	Spring 2026
These data review sessions will focus on monitoring student achievement and progress toward mastery of essential ELA and Mathematics anchor standards. This ongoing analysis will support targeted instructional adjustments and ensure that all students receive the support needed to meet grade-level expectations.	Spring 2027

Progress Monitoring

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

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

Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	-State assessment score reports -Baseline benchmark assessment	Identify strengths and opportunities for growth. As well as individual student awareness of their own performance levels.	Analysis of the 2025 NYS assessment data indicates that WCCSD's Black and Hispanic students demonstrated performance that exceeded the District's historical trends across key NYS ELA assessed clusters. Grade 6: Black students outperformed historical data on all 4 of 4 assessed clusters, while Hispanic students outperformed historical data on 3 of 4 clusters. Grade 7: Both Black and Hispanic students outperformed historical data on all 4 of 4 assessed clusters. Grade 8: Black students outperformed historical data on 2 of 4 assessed clusters, while Hispanic students outperformed historical data on 3 of 4 clusters. While these results reflect positive growth in subgroup performance, i-Ready ELA diagnostic data highlights ongoing areas of need in overall student readiness. Specifically, 23% of students are performing at mid- or above-grade level, and 14% are early on grade level. However, 28% of students are performing one grade level below, and 35% are performing two to three grade levels below grade-level expectations. These findings indicate both encouraging subgroup progress and the continued need for targeted instructional support to address gaps in foundational literacy skills.
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Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	- Midterm assessment data	Student goal setting and reflection on progress based on growth.	The iReady ELA Diagnostic data shows that 23% of students are performing at or above grade level, while 14% are approaching grade-level expectations. However, the majority of students are performing below grade level, with 28% one grade level behind and 35% two to three grade levels below. This distribution indicates that a significant portion of students require targeted support, particularly those with substantial gaps in foundational literacy skills. Overall, the data highlights the need for differentiated instruction and focused interventions to support student growth and move more learners toward grade-level proficiency.
End-of-the Year Targets (outcome data)	- Growth based on goals set by students and midterm assessment data.	Appropriate growth in student performance (stretch growth).	Through multiple exposures, students will encounter, engage with, and elaborate on new knowledge and skills, allowing them to deepen their understanding and strengthen their ability to apply learning across contexts.

Instructional Key Strategies for Improvement

KEY STRATEGY 2	Incorporate frequent teacher growth producing feedback and student reflection that mirrors how students are evaluated on the assessments.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Staff will engage in curriculum summer work that includes utilizing i-Ready to target identified areas of need.		Summer 2025
Identify grade level expectations for i-Ready lesson completion and minutes.		Summer 2025
Create an assessment and data review calendar for the 2026-27 school year.		Summer 2026
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Grade level expectations identified over the summer will be communicated to staff.		Fall 2025
Review Curriculum adjustments including unit design, pacing, and spiraling of curriculum.		Fall 2026
Data review at defined intervals to identify underperforming students and create targeted intervention programs to address their needs.		Fall 2025 Fall 2025
Develop and enhance a comprehensive data review process across all grade levels to monitor and evaluate student progress aligned to New York State ELA and Mathematics Standards.		Fall 2026
Continue work with BOCES math and ELA instructional specialists for the 2026-27 school year.		Fall 2025 Fall 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Students will complete a midterm assessment that mimics the NYS assessment. This data will be used for both student and teacher goal setting, reflection, and progress monitoring.		Winter 2026
In 2026-27, midterm assessments that mimic NYS assessments will continue to be administered and used for student and teacher goal setting, reflection, and progress monitoring.		Winter 2027
Continue work with BOCES math and ELA instructional specialists for the 2026-27 school year.		Spring 2026 Fall 2026- Spring 2027
Data review at defined intervals to identify underperforming students and create targeted intervention programs to address their needs.		Spring 2026
Create a systematic data review schedule for all grades PreK-8 that includes a data review protocol.		Spring 2027

Progress Monitoring

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

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

Early Progress Milestones (implementation/outcome data)	2025-26 School Year -i-Ready -24-25 state assessment Unit assessments 2026-27 School Year -i-Ready Results -25-26 state assessment Results	Base line data would identify students who are exceeding or meeting	iReady ELA Diagnostic: Fall 2026 Data for students in Grades 6-8 16% of students are mid or above grade level, 12% are early on grade level, 22% are one grade level below, and 51% of students are two or three grade levels below. iReady Math Diagnostic: Fall 2026 for students in Grades 6-8: Data indicates that 5% of students are mid or above grade level, 17% are early on grade level, 28% are one grade level below, and 62% of students are two or three grade levels below.
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Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	-Midterm assessment -i-Ready diagnostic Marking period grades	-Growth from the baseline data -Student engagement in goal setting and reflection based off of their data. - 2026-27 midterm student interviews completed to check in with students.	iReady ELA Diagnostic: Winter 2026 Data for students in Grades 6-8 23% of students are mid or above grade level, 14% are early on grade level, 28% are one grade level below, and 35% of students are two or three grade levels below. iReady Math Diagnostic: Winter 2026 for students in Grades 6-8: Data indicates that 12% of students are mid or above grade level, 16% are early on grade level, 35% are one grade level below, and 37% of students are two or three grade levels below.
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Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	-i-Ready diagnostic -Marking period grades -Growth based on goals set by students and midterm assessment data.	-Continued student growth -Student engagement in goal setting and reflection based off of their data.	iReady ELA Diagnostic: Spring 2026 Data for students in Grades 6-8 30% of students are mid or above grade level, 17% are early on grade level, 25% are one grade level below, and 28% of students are two or three grade levels below. iReady Math Diagnostic: Spring 2026 for students in Grades 6-8: Data indicates that 28% of students are mid or above grade level, 21% are early on grade level, 32% are one grade level below, and 19% of students are two or three grade levels below.
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Academic Performance Targets

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

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

	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)	-Midterm assessment -i-Ready diagnostic -Marking period grades	Implementation of multiple exposures and feedback	Improvement in student growth, self-reflection, and goal setting.	ELA Results, iReady Diagnostics demonstrate that the number of students achieving at or above grade level is increasing.
End-of-the Year Targets	-i-Ready diagnostic -Marking period grades - Growth based on goals set by students and midterm assessment data.	Implementation of multiple exposures and feedback	Continued improvement in student growth, self-reflection, and goal setting.	The District expects to see the number of students who are meeting or exceeding grade level expectations to increase. Students will continue to build on their use of explicitly taught instructional strategies to increase their achievement and mastery of key standards.

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	1. Do you feel teachers provided you with ways to improve after each test? - Strongly agree - Agree - Disagree - Strongly disagree 2. What kind of feedback do you find most valuable as a learner? (open ended) 3. Do you feel like you had a chance to practice content or skills presented on your test? - Strongly agree - Agree - Disagree - Strongly disagree 4. Do you feel better prepared for the state assessments this year in comparison to past years? - Strongly agree - Agree - Disagree - Strongly disagree 5. What strategies do you consistently use when testing? (open ended)	Questions 1 & 2 Key strategy 2: feedback Questions 3-5 Key strategy 1: multiple exposures	N/A	80% strongly agree/agree for each student survey questions	Spring 2026 Results For question 1. 59% of students agree/agree that teachers provided them with ways to improve after each test. For question 3, 79% of students agree or strongly agree that they had a chance to practice content or skills presented on tests. For Question 4, 69% of students feel better prepared for the state assessments this year in comparison to past years.

Instructional Key Strategies for Improvement

Staff Survey	1.How often did you provide students with feedback? • Very often • Often • Sometimes • Rarely 2.How has the professional development you received this year impacted your instruction? (open ended) 3. Which professional development has had the most impact on your instruction? Options: • BOCES instructional coaches • Instructional rounds • Department meetings/collaboration • Other	Question 1 Key strategy 2: feedback Questions 2 & 3 Key strategy 1: multiple exposures	N/A	80% strongly agree/agree for each staff survey question	In the Spring of 2026, 92% of staff shared that they often or very often provide students with feedback. For question 2, staff shared For question 3, staff shared the following regarding the Professional learning that has the most impact on their instruction: BOCES Instructional Coaches: 23%, Department Meetings Collaboration 29%, Off Site Professional Development 29% Faculty Meetings 11%, and Other 9%.
Family Survey	1. How prepared do you feel your child is for the state assessment(s)? • Very prepared • Somewhat prepared • Underprepared 2. Do you feel like your child had a chance to practice content or skills presented on their test? • Strongly agree • Agree • Disagree	Questions 1 & 2 Key strategy 1: multiple exposures Question 3	N/A	80% strongly agree/agree for each family survey question	In the Spring of 2026, For Question 1, 76% of families agree that that their child is somewhat to very prepared for the state assessments. For Question 2, 48% of families often

Instructional Key Strategies for Improvement

	- Strongly disagree 3. How often do you discuss high stakes tests with your child? - Very often - Often - Sometimes - Rarely	Key strategy 2: feedback			or very often discuss tests with their children. For Question #3: 60% of families feel like their child had a chance to practice content or skills presented on their test
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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
Dr. Stephen J. Kenny	Superintendent	X	X	X, X	X, X	X	x	x
Dr. Daniel Murray	Elementary Principal	X		X	X, X	X	x	x
Camille Zitz	MS/HS Principal	X	X	X, X	X, X	X	x	x
Keara Mikoll	Elementary AP	X	X	X, X	X, X	X	x	x
Jason Shetler	MS/HS AP	X	X	X, X	X, X	X	x	x
Mary Vito	PPS Director	X	X	X, X	X, X		x	x
Erin Ayers	Teacher	X	X	X, X	X, X	X	x	x
Elizabeth Cullum	Parent	X	X	X			x	x
Anthony Mannara	Teacher	X	X	X, X	X, X		x	x
Kara Soule	Teacher	X	X	X, X	X, X	X	x	x

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

2026-27

District	School Name	Grades Served
Wheatland-Chili Central School District	Wheatland-Chili MS/HS	6-12

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
Science of Reading Training	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	F27TTIP-2070-150/1	35,104
Math and ELA Instructional Intervention Support Staff	Multi-Tiered System of Supports – Integrated (MTSS-I)	F27TTIP-2070-150/1	88,096
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$123,200

INSTRUCTIONAL KEY STRATEGY 2			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
ELA and Math training	High-Quality Instructional Materials	F27TTIP-2070-400	4,800
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$4,800

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			0

NON-INSTRUCTIONAL KEY STRATEGY 2			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			0

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR PLAN MONITORING			0

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			0