

School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Longwood CSD	Coram Elementary School	K-4

Collaboratively Developed By:
The Coram Elementary School SCEP Development Team Anthony Cavalluzzo, Principal, Raegan Hololob, Assistant Principal, Lauren Sherlock, Instructional Coach, Kim Machado, Instructional Coach, Stephanie Sinopoli, ENL Instructional Coach, Jared Karaytug ENL Teacher, Kathryn Oldenborg, Classroom Teacher, April Branca, Classroom Teacher, Arelys Arce Classroom Teacher Laura LeGrady Learning Specialist Sanam Qureshi Parent ***And in partnership with the staff, students, and families of Coram Elementary School.***

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

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

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 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	X
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	X
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	X
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

Student interviews provided critical context to survey data, confirming that ELLs feel emotionally safe and supported, but lack confidence in their academic readiness. Students expressed uncertainty about where to get academic help and showed declining enthusiasm in upper grades. This informed the team's plan to strengthen instructional clarity, increase visibility of academic supports, embed goal-setting practices, and reinforce teacher-student connections.

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.

Our school leadership team has identified Setting Goals and Differentiated Teaching as key strategies to enhance outcomes for our English Language Learner (ELL) subgroup. This decision is grounded in both quantitative and qualitative data.

Our needs assessment revealed that while academic objectives are routinely set, language-specific goals are less consistently integrated. Surveys indicated that a significant portion of teachers seek to strengthen their support for academic vocabulary development and scaffolding strategies tailored to ELLs. Additionally, student interviews highlighted the need for clearer articulation of lesson expectations.

To address these insights, we are refining our instructional approaches by incorporating tools such as visuals, sentence frames, and language-specific scaffolds. These enhancements aim to provide more targeted and effective instruction.

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.*
Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations.	☐ NEW ☐ EXPAND ☐ REFINE	The 24/25 school year 42% scored themselves a level 4 or 5 in developing language goals. In the 25/26 school year 62% of teachers scored themselves as a level 4 or 5. This is a 20% increase.
Differentiated teaching	☐ NEW ☐ EXPAND ☐ REFINE	The 24/25 school year 44% scored themselves a level 4 or 5 in differentiated instruction. In the 25/26 school year 56% of teachers scored themselves as a level 4 or 5. This is a 12% increase.
Professional Development: English Language Proficiency Levels and BICs and CALP	☐ NEW ☐ EXPAND ☐ REFINE	New faculty and any teachers who would like a refresher will be trained in understanding the English Language Proficiency level stages.
Professional Development: How to differentiate instruction to meet the needs of ELLs.	☐ NEW ☐ EXPAND ☐ REFINE	Staff will receive professional development on differentiating instruction for ELLs in departments, grade level teams, or small groups. In the 2024-2025 school year, 44% of teachers rated their confidence level a 4 or 5 and for the 2025-2026 school year 56% rated themselves at a 4 or 5. For the 2026-2027 school year we will expand this strategy by linking differentiation strategies to language proficiency levels and by targeting PD to staff with high ELL enrollment and low confidence. Mentorship and coaching cycles will support practical implementation in classrooms.

Implementation

How will we do this?

KEY STRATEGY 1	Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations.

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?
Established whole-school expectations around the use of academic and language objectives and present to staff.	Sept. - Jun. 2025-2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Provide professional development on language goals for new teachers or teachers who would like a refresher.	Sept. 2026
Instructional coaches will conduct coaching cycles on creating language objectives.	Sept. - Jun. 2026
Instructional Walkthroughs will be conducted to see if/ how language goals are being implemented in the classroom in the beginning of the year.	Sept. 2026
Grade level unit planning meetings to create language objectives with the support of ENL Instructional Coaches and ENL teachers.	Sept. - Dec. 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Grade level unit planning meetings to create language objectives.	Jan. - Jun. 2027
Adjust and differentiate professional development based on mid-year review of student data.	Jan. 2027
Instructional Walkthroughs will be conducted to see if/ how language goals are being implemented in the classroom in the beginning of the year.	Jan. 2027
Whole-school review of strategy effectiveness and plan next steps.	Jun. 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. *What are our next steps?* complete when reviewing data**
Early Progress Milestones (implementation/outcome data)	• iReady Diagnostic • NYS ELA and Math Assessment • ENL Benchmark	We will be looking for a baseline groupings for the ELL subgroup	

Mid-Year Benchmark(s) (outcome data)	● iReady Diagnostic ● ENL Benchmark	-Based on i-Ready Diagnostic results, we aim to see a 1% increase in the number of students in the ELL subgroup performing on grade level. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 43% of students improve their overall placement on the diagnostic. -For the ENL Benchmark, we aim to see a 10% increase in both reading and writing scores compared to the October baseline.	
End-of-the Year Targets (outcome data)	● iReady Diagnostic ● NYS ELA & Math Assessments ● ENL Benchmark	-Looking at results of the Spring 2027 Diagnostic, we would like to see a 5% increase of students performing on grade level in the ELL subgroup. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 65% of students improve their overall placement on the diagnostic. - For the ENL Benchmark, we aim to see a 15% increase in both reading and writing scores compared to the October baseline.	

KEY STRATEGY 2	Differentiated Teaching

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?
Established whole-school expectations around the use of differentiated teaching and scaffolds.	Sept. 25-June 2026
Access language and learning needs (review NYSESLAT data, co-teachers consult with ENL Teachers to discuss and reflect on language levels).	Sept. 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Instructional walkthroughs will be conducted to monitor the implementation of scaffolding instruction for ELLs in the classroom.	Sept. 2026
Grade level unit planning meetings will take place focusing on scaffolding instruction to meet the needs of ELLs with the support of ENL Instructional Coaches and ENL teachers.	Sept. -Dec. 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Grade level unit planning meetings for scaffolding instruction to meet the needs of ELLs will occur.	Jan. - Jun. 2027
Adjust and differentiate professional development based on mid-year review of student data.	Jan. 2027
Instructional walkthroughs will be conducted to monitor the implementation of scaffolding instruction for ELLs in the classroom.	Jan. 2027
Whole-school review of strategy effectiveness and plan next steps.	Jun. 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. *What are our next steps?* complete when reviewing data**
Early Progress Milestones (implementation/outcome data)	• iReady Diagnostic • NYS ELA & Math Assessments • Instructional Walkthrough Data • ENL Benchmark	We will be looking for a baseline groupings for the ELL subgroup	

Mid-Year Benchmark(s) (outcome data)	● iReady Diagnostic ● ENL Benchmark	-Based on i-Ready Diagnostic results, we aim to see a 1% increase in the number of students in the ELL subgroup performing on grade level. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 43% of students improve their overall placement on the diagnostic. -For the ENL Benchmark, we aim to see a 10% increase in both reading and writing scores compared to the October baseline.	
End-of-the Year Targets (outcome data)	● iReady Diagnostic ● NYS ELA & Math Assessments ● ENL Benchmark	-Looking at results of the Spring 2027 Diagnostic, we would like to see a 5% increase of students performing on grade level in the ELL subgroup. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 65% of students improve their overall placement on the diagnostic. - For the ENL Benchmark, we aim to see a 15% increase in both reading and writing scores compared to the October baseline.	

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)	● iReady Diagnostic ● ENL Benchmark	● Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations. ● Differentiated teaching	-Based on i-Ready Diagnostic results, we aim to see a 1% increase in the number of students in the ELL subgroup performing on grade level. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 43% of students improve their overall placement on the diagnostic. -For the ENL Benchmark, we aim to see a 10% increase in both reading and writing scores compared to the October baseline.	

End-of-the Year Targets	• iReady Diagnostic • NYS ELA & Math Assessments • ENL Benchmark	• Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations. • Differentiated teaching	-Looking at results of the Spring 2027 Diagnostic, we would like to see a 5% increase of students performing on grade level in the ELL subgroup. -Using Fall 2026 i-Ready Diagnostic data as the baseline, we aim to have 65% of students improve their overall placement on the diagnostic. - For the ENL Benchmark, we aim to see a 15% increase in both reading and writing scores compared to the October baseline.	

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**	**2025- 26 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 learn a lot at Coram School.	Setting Goals	81% Agree	85% Agree	

Staff Survey	Rate your current confidence level in the following areas: (1=Not confident at all 5 = Very Confident) Differentiating instruction for ELL students.	Differentiated Teaching	In the 2026 survey 56.1% of respondents rated their confidence as 4 or higher out of 5 in differentiating instruction for ELL students.	58% of respondents rate their confidence as 4 or higher out of 5 in differentiating instruction for ELL students.	
Family Survey	I feel well-informed about what is going on with my child at Coram School.	Differentiated Teaching	84% agreed	86% agree	

KEY STRATEGY 3	Professional Development

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?
Schedule meetings for instructional coaches and administration with grade level teams to discuss planning on scaffolding instruction to meet the needs of ELLs for the unit, as well as pacing.	June 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Provide professional development on scaffolding instruction to meet the needs of ELLs for new teachers or teachers who would like a refresher.	Sept. 2026
Instructional coaches will conduct coaching cycles on the use of visuals and sentence frames.	Oct.-Jan. 2027
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Adjust and differentiate professional development based on mid-year review of student data.	Jan. 2027
Instructional coaches will conduct coaching cycles on the use of activating prior knowledge, questioning, and differentiating formative assessments.	Jan.-Jun. 2027
Whole-school review of strategy effectiveness and plan next steps.	Jun. 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. *What are our next steps?* *complete when reviewing data***
Early Progress Milestones (implementation/outcome data)	-Coaching logs	All ENL co-teachers take part in a coaching cycle.	
Mid-Year Benchmark(s) March (outcome data)	-Building Classroom Observations/ Walkthrough Checklist	Increase in the use of scaffolding strategies.	
End-of-the Year Targets (outcome data)	-End of Year Teacher Survey	The Teacher Survey will indicate an increase in level 4 or 5 in confidence when differentiating instruction for ELL students.	

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**	**2025-26 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 learn a lot at Coram School.	Professional Development in differentiating instruction will allow for more students to agree.	81% agreed	85% agreed	
Staff Survey	Rate your current confidence level in the following areas: (1=Not confident at all 5 = Very Confident) Differentiating instruction for ELL students.	Professional Development in differentiating instruction will allow for more staff to agree.	56% of respondents rated their confidence as 4 or higher out of 5 in differentiating instruction for ELL students.	58% of respondents rated their confidence as 4 or higher out of 5 in differentiating instruction for ELL students.	
Family Survey	I feel well-informed about what is going on with my child at Coram School.	Professional Development in parent communication.	84% agreed	86% 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 2026-27 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 the 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**
Anthony Cavalluzzo	*Principal*			*12/1/2025*	*12/15/*		*3/23/26*	*11/3, 3/24, 4/20, 5/4, 5/11, 5/18, 6/11, 6/18*
Lauren Sherlock	*Instructional Coach*			*12/1/2025*	*12/15*		*3/23/26*	*11/3, 3/24, 4/20, 5/4, 5/11, 5/18, 6/11, 6/18*
Kim Machado	*Instructional Coach*			*12/1/2025*	*12/15*		*3/23/26*	*11/3, 3/24, 4/20, 5/4, 5/11, 5/18, 6/11, 6/18*
Stephanie Sinopoli	*ENL Teacher*			*12/1/2025*	*12/15*		*3/23/26*	*11/3, 3/24,*

								4/20, 5/4, 5/11, 5/18, 6/11, 6/18
Leonor Muelthaler	*ENL Teacher*			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
Jared Karaytug	*ENL Teacher*			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
April Branca	*Classroom Teacher*			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
Kathryn Oldenborg	Classroom Teacher			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
Arelys Arce	Classroom Teacher			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
Laura LeGrady	Learning Specialist			*12/1/2025*	*12/15*		*3/23/26*	*4/20, 5/4, 5/11, 5/18, 6/18*
Sanam Qureshi	Parent							
Kimberly Longo	Asst. Superintendent							*11/3, 3/24, 6/11*
Jennifer McCarthy	Asst. Superintendent							*11/3, 3/24, 6/11*
Yvette Tilly	Director of ENL							*11/3, 3/24, 6/11*

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, 2026**.
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 2026-27 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
Longwood Central School District	Coram Elementary	K-4

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
2. Community Schools
3. Elementary School Looping
4. Establish an Early Warning Intervention and Monitoring System
5. Evidence-Based Instructional Methods
6. Expanding access to high-quality Out-of-School-Time programs
7. High-Quality Instructional Materials
8. High-Quality Tutoring

9. Incoming Student Induction Programs and Summer Bridge Programs
10. Instructional Coaching
11. Middle School Flexible Scheduling
12. Multi-Tiered System of Supports – Integrated (MTSS-I)
13. Ongoing Job-Embedded Professional Development
14. Principal Leadership Development
15. Professional Learning Communities
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 2026-27 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	Setting Goals

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Light Refreshments	Encourages engagement in collaborative planning around instructional goals.	**Code 45**	$100
Supplies for SEL, parent engagement, and instructional supports	Includes supports that enhance clarity of lesson objectives and student understanding.	**Code 45**	$217.85
Teacher Stipends for SCEP Committees	Supports professional collaboration to refine lesson goals and student-facing objectives.	**Code 15**	$10,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

INSTRUCTIONAL KEY STRATEGY 2	Differentiated Teaching

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Supplies for SEL, parent engagement, and instructional supports	Provides materials for scaffolded instruction across content areas.	**Code 45**	$217.85
.5 Instructional Coach	Coach supports differentiated instruction through modeling, co-teaching, and lesson design	**Code 15**	$52,176.50

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

INSTRUCTIONAL KEY STRATEGY 3	Professional Development

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
.5 Instructional Coach	Job-embedded PD through modeling and coaching cycles.	**Code 15**	
District - Systems Kickoff Travel (Albany)	School team participation in systemwide PD to strengthen leadership of teaching and learning.	**Code 46**	
Teacher Stipends for SCEP Committees	PD-focused planning aligned with 2026–27 instructional priorities	**Code 15**	

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	