School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Longwood CSD	Longwood Junior High School	7-8

Collaboratively Developed By:

The Longwood Junior High School SCEP Development Team
Adam DeWitt Principal, Corrine Unterstein Assistant Principal, Jennifer Schuster Assistant Principal, Steven Sanders Science Department Chair, Cary Grim Math Department Chair, Lori Thompson ELA Department Chair, Carrie Drake ELA teacher, Telma Garcia ELL Teacher, Gina Rizzo ELL Teacher, Regina Casale WL/ENL teacher, Katrina Connolly Special Education teacher, Meredith Miller Math teacher, Colleen Killoran Special Education Social Studies teacher, Carmen Delgado Parent, Sayyam Kifayat Parent. ***And in partnership with the staff, students, and families of LONGWOOD JUNIOR HIGH 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 and ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	X
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	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	X
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

The student interview process provided critical insights into the root causes of challenges faced by English Language Learners (ELLs) at the Longwood JHS. This data has shaped targeted strategies such as: the need for a holistic approach combining academic support, instructional consistency, and student engagement.

Allocating resources like: PD funding and instructional coaches will help to address these root causes, with progress monitored through quarterly data reviews (e.g., exam scores, attendance, lesson plans).

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 three key strategies to drive improved outcomes for our English Language Learner (ELL) subgroup: Setting Clear Academic and Language Goals, forming a Professional Learning Community (PLC) focused on instructional collaboration and shared responsibility, and leveraging an instructional coach to provide targeted support for ELL instruction. This decision stems from a comprehensive analysis of both quantitative and qualitative data.

Our needs assessment revealed that while content goals are routinely established, language-specific goals are inconsistently integrated into instruction. Teacher surveys showed that they are eager to build their capacity in academic vocabulary instruction and scaffolding strategies that support multilingual learners. Additionally, student interviews highlighted the need for more clearly communicated lesson expectations, both in content and language.

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	ENL teams have received professional development in developing language goals. Having language goals will continue to increase students' academic vocabulary development.
Professional Learning Communities	☐ NEW ☐EXPAND ✔REFINE	Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.
Instructional Coach (ELL Support)	☐ NEW ✔EXPAND ☐ REFINE	An instructional coach with expertise in multilingual learner (MLL/ELL) pedagogy will provide ongoing, job-embedded professional learning to teachers to increase their capacity to implement high-impact instructional strategies for MLLs. This will include targeted professional development on academic vocabulary development, explicit language objectives aligned to content objectives, scaffolding techniques, and culturally responsive and sustaining practices. The coach will engage in cyclical coaching practices, including co-planning, modeling lessons, co-teaching, and providing actionable feedback aligned to established "look-fors" (e.g., use of sentence frames,

		visuals, and differentiated supports by proficiency level). Teachers will be supported in consistently integrating language goals into daily instruction and differentiating tasks to match students' English language proficiency levels.

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?
Establish 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 implementing 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 Walkthroughs JHS SCEP Building Goals Walkthroughs 26-27 will be conducted to see if/ how language goals are being implemented in the classroom in the beginning of the year.	Sept. 2026
Team planning meetings to create language objectives (for unit) with the support of ENL Instructional Coaches and ENL teachers.	Ongoing
Instructional coach and department chairs will meet about planning language goals for the unit.	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?
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	We will be looking for a baseline groupings for the ELL subgroup	

Mid-Year Benchmark(s) (outcome data)	iReady Diagnostic	-Looking at results we would like to see a 1% increase of students performing on grade level in the ELL subgroup. -The percentage of TR and EXP English Language Learners performing three or more grade levels below in Reading will decrease by 6% and a decrease of greater than or equal to 15% in Math from the September 2026 baseline, as measured by the i-Ready Winter Diagnostic.	
End-of-the Year Targets (outcome data)	• iReady Diagnostic • NYS ELA and Math Assessment	-Looking at results 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 39% of students improve their overall placement on the diagnostic in Reading and 48% in Math.	

KEY STRATEGY 2	Professional Learning Communities

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?
Identify PLC Teams (by grade level, subject, or department).	June 2026
Designate PLC Leaders (typically department heads, guidance counselor, or instructional coaches.	June 2026
Develop PLC norms and routines (goals, meeting schedules, agendas, roles, responsibilities).	June 2026
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?
Gather and prepare common data sets (state test scores, benchmark data, reading levels, graduation rates, discipline data, etc.).	Sept. 2026
Provide training for PLC facilitators (data analysis, language objectives, scaffolds).	Sept. 2026
Analyze student data together to identify instructional gaps and track progress.	Sept. 2026
Collaboratively develop instructional strategies to address student weaknesses.	Oct. 2026
Implement common formative assessments to gauge progress.	Ongoing
Monitor PLC team goals and action plans; make adjustments as needed.	Ongoing
Provide ongoing support and training for team facilitators.	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?
Analyze mid-year data to gauge the impact of instructional strategies implemented by PLCs.	Jan. 2027
Adjust instructional plans based on data and team reflection.	Jan. 2027
Provide additional training or resources if needed (such as differentiation strategies or intervention techniques).	Ongoing
Support PLC facilitators and members in developing action plans to accelerate student progress.	Ongoing

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	We will be looking for a baseline groupings for the ELL subgroup	
Mid-Year Benchmark(s) (outcome data)	iReady Diagnostic	-Looking at results we would like to see a 1% increase of students performing on grade level in the ELL subgroup. -The percentage of TR and EXP English Language Learners performing three or more grade levels below in Reading will decrease by 6% and a decrease of greater than or equal to 15% in Math from the September 2026 baseline, as measured by the i-Ready Winter Diagnostic.	
End-of-the Year Targets (outcome data)	• iReady Diagnostic • NYS ELA & Math Assessments	-Looking at results 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 39% of students improve their overall placement on the diagnostic in Reading and 48% in Math.	

Progress Monitoring	
KEY STRATEGY 3	Instructional Coach

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?
Organize tiered PD sessions for teachers focused on language goals and scaffolds..	June 2026
Develop and share school-wide resource bank (model lessons, sentence frames by proficiency level, content-specific vocabulary supports).	June 2026
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?
Provided tailored professional development in creating scaffolds for ELLs; beginner/ refresh, intermediate, and advanced levels.	Sept. 2026
PLC data-driven cycles: set ELL subgroup goals, track progress, and adjust instruction using formative assessments.	Ongoing
Use surveys + walkthrough data to create targeted coaching groups (tiered teacher support based on need).	Ongoing
Analyze interim ELL assessment data to evaluate progress and adjust strategies.	Ongoing
Encourage cross-grade and cross-subject collaboration to align ELL support strategies.	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?
Instructional coach will lead professional development and coaching cycles strategies such as language goals, engaging students in all four language domains, sentence frames, differentiated assessment, visuals to teach concepts and vocabulary, aligning questioning to English language proficiency, and activating prior knowledge.	Jan. - Jun. 2026
Analyze end-of-year ELL data (e.g., summative assessments, language proficiency growth) to measure strategy impact.	Ongoing

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	We will be looking for a baseline groupings for the ELL subgroup	
Mid-Year Benchmark(s) (outcome data)	iReady Diagnostic	-Looking at results we would like to see a 1% increase of students performing on grade level in the ELL subgroup. -The percentage of TR and EXP English Language Learners performing three or more grade levels below in Reading will decrease by 6% and a decrease of greater than or equal to 15% in Math from the September 2026 baseline, as measured by the i-Ready Winter Diagnostic.	
End-of-the Year Targets (outcome data)	• iReady Diagnostic • NYS ELA & Math Assessments	-Looking at results 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 39% of students improve their overall placement on the diagnostic in Reading and 48% in Math.	

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)	• January iReady Diagnostic	• Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations. • Professional Learning Communities	-Looking at results we would like to see a 1% increase of students performing on grade level in the ELL subgroup. -The percentage of TR and EXP English Language Learners performing three or more grade levels below in Reading will decrease by 6% and a decrease of greater than or equal to 15% in Math from the September 2026 baseline, as measured by the i-Ready Winter Diagnostic.	

End-of-the Year Targets	• iReady Diagnostic • NYS ELA & Math	• Setting Goals- Teachers will clearly state academic and language objectives for ELA and Math lessons daily in order for students to understand expectations. • Professional Learning Communities	-Looking at results 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 39% of students improve their overall placement on the diagnostic in Reading and 48% in Math.	

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	My teacher tells me what we will be learning before the lesson.	Setting Goals	92% Agree	94% Agree	
Staff Survey	Do you feel confident analyzing student data with your team to inform instruction? (Very confident, Somewhat confident, Not confident)	Professional Learning Communities	64% very confident 31% somewhat confident 4.7% not confident	70% very confident	
Family Survey	Do you feel informed about your child's academic progress and goals?	Professional Learning Communities	66% Always or Often	70% Always or Often	

	(Always, Often, Sometimes, Rarely)				

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**
Adam DeWitt	Principal	*11/6*	*11/10. , 11/21, 1/22, 1/23, 1/29*	*3/5,3/13 3/26,*	*4/20*		*5/1,5/8*	*5/15*
Corrine Unterstein	Assistant Principal	*11/6*	*11/10. , 11/21, 1/22, 1/23, 1/29*	*3/5,3/13 3/26,*	*4/20*		*5/1,5/8*	*5/15*
Jennifer Schuster	Assistant Principal	*11/6*	*11/10. , 11/21, 1/22,*	*3/5,3/13 3/26,*	*4/20*		*5/1,5/8*	*5/15*

			1/23, 1/29					
Telma Garcia ENL	Teacher	11/6	11/10. , 11/21, 1/22, 1/23, 1/29	3/5,3/13 3/26,	4/20		5/1,5/8	5/15
Colleen Killoran (SS)	Teacher	11/6	11/10. , 11/21, 1/22, 1/23, 1/29	3/5,3/13 3/26,	4/20		5/1,5/8	5/15
Steve Sanders	Dept Chair/Teacher	11/6	11/10. , 11/21, 1/22, 1/23, 1/29	3/5,3/13 3/26,	4/20		5/1,5/8	5/15
Sayyam Kifayat	Parent	11/6	11/10. , 11/21, 1/22, 1/23, 1/29	3/5,3/13 3/26,	4/20		5/1,5/8	5/15
Carmen Delgado Almonte	Parent	11/6	11/10. , 11/21, 1/22, 1/23, 1/29	3/5,3/13 3/26,	4/20		5/1,5/8	5/15

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	Setting Goals

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Supplies for SEL, parent engagement, and instructional supports	Resources like manipulatives and vocabulary materials enhance clarity of lesson goals for ELLs.	**Code 45**	$217.85
Light Refreshments for SCEP Meetings	Supports ongoing team collaboration in reviewing goal clarity, student progress, and plan monitoring.	**Code 45**	$100
.5 Instructional Coach	Support goal clarity and implementation in lesson planning (e.g., modeling academic/language objectives)	**Code 15**	$52,176.50

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

INSTRUCTIONAL KEY STRATEGY 2	Professional Learning Communities

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Stipends- SCEP Committee	Teachers collaborate to reflect on data, revise the plan, and inform PLC priorities.	**Code 15**	$10,000
District Systems Kick Off Travel (Albany)	Builds leadership capacity to support effective PLC facilitation and schoolwide alignment.	**Code 46**	$3,436.33

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

INSTRUCTIONAL KEY STRATEGY 3	Instructional Coaching

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
.5 Instructional Coach	Professional Development and Differentiated Teaching	**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	