



School Comprehensive Education Plan 2026-2027

District	School Name	Grades Served
Longwood Central School	Longwood Middle School	5 & 6

Collaboratively Developed By:

The Longwood Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Longwood Middle 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 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 2026 - 2027 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 2026-2027
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	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
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

The student interviews gave insights on academic growth and challenges, classroom environment and behavior, school culture and engagement, having social needs and belonging, and student voice and choice. This informs us that we need to strengthen social-emotional programs and provide staff PD on individualized behavior strategies, and scheduled monthly fun days or themed activities to boost engagement. This data revealed that we need to improve our RP/PBIS and provide classroom management strategies to teachers.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW 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>
(1) Embedded vocabulary instruction and practice across all content areas, with a focus on high-impact academic and domain-specific terms aligned to grade-level standard.	☐ NEW ☒ EXPAND ☐ REFINE	<p>I-Ready data indicates struggle with vocabulary. Students have difficulty transferring vocabulary knowledge from one subject to the other.</p> <p>Spring i-Ready Diagnostic Results for Vocabulary Domain: 16% on or above grade level 19% early on grade level 31% one grade level below 34% two grade or more grade levels below</p>
(2) Strengthen math achievement by using targeted small-group instruction and ongoing formative assessments to address gaps in conceptual	☐ NEW ☒ EXPAND ☐ REFINE	<p>i-Ready data indicates that students are struggling to meet typical and stretch growth in math. There is a need for more targeted small group instruction during math intervention time.</p> <p>5th grade- 41% met typical growth 9% met stretch growth 6th grade- 52% met typical growth 20% met stretch growth</p>

Instructional Key Strategies for Improvement

understanding and problem-solving across grade levels.		
(3) Implement Restorative Practices and PBIS with consistency schoolwide to strengthen relationships, reduce disciplinary incidents, and create a more inclusive, supportive school culture	☐ NEW ☒ EXPAND ☒ REFINE	<p>Increase structured social opportunities like lunch clubs or community circles. Monthly PBIS events.</p> <p>Possibly revamping our current matrix to simplify it and connect it to the elementary expectations.</p> <p>Focus on the trend of increased behavioral activity during unstructured times (recess, transition, bus), and use the data to identify patterns and implement preventative strategies, increase supervision etc.</p>

Implementation

How will we do this?

KEY STRATEGY 1

Embed vocabulary instruction and practice across all content areas, with a focus on high-impact academic and domain-specific terms aligned to grade-level standard.

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?
Department Meetings: Lead teachers will facilitate - <ul style="list-style-type: none"> - Prioritizing high-utility academic words that appear across subjects and support comprehension in multiple contexts, especially on standardized tests. - Reinforce consistent vocabulary visually across classrooms (walls, desks, hallways) - Analyze how students are using vocabulary in their writing and discussions across content areas (through writing samples and classroom observations) 		Current
Leadership Team Meetings: <ul style="list-style-type: none"> - Discuss strong and effective practices and strategies for teaching vocabulary. - Identify what AWL words appear across subjects - Embedding vocabulary into assessment and feedback: How can we assess vocabulary knowledge beyond quizzes? 		Current
Pre-Service Professional Development: District Vocabulary Team will provide professional development on vocabulary instructional practices by department and grade level		September 2026

Instructional Key Strategies for Improvement

FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	
<p>Continuation of Incorporation of Academic Word Lists</p> <ul style="list-style-type: none"> • At department meetings, teachers will work together to determine AWL words from any list that match current unit vocabulary and language needs. • Students will self access their knowledge of the words prior to learning them and reassess themselves again after a unit of exposure. • Teachers will use words from these lists in conversations, lessons, writing and throughout all content areas. • Teachers will teach meanings and morphology of words on the list as they pertain to their content. • Students will be challenged to use these words in their conversations and writing. • Lead teachers will select common academic words from their department created list to become building wide words of the week. Words will be introduced and utilized on morning announcements. 	September 2026- January 2027
<p>Common Planning Meetings - Vocabulary instruction focus to improve student outcomes and strengthen schoolwide literacy:</p> <ul style="list-style-type: none"> - Dedicate time to focus on vocabulary instruction strategies that support student outcomes and strengthen schoolwide literacy. (Introduce SOR Vocab Instruction strategy) - Incorporate high-utility academic and domain-specific words (Academic word lists) into everyday instruction across subjects - Embed consistent vocabulary strategies in all subject areas such as context clues, word walls, and word analysis routine. - Plan for authentic opportunities where students use vocabulary in speaking, writing, and discussion 	September 2026- January 2027
<p>Leadership Team Meetings:</p> <ul style="list-style-type: none"> - Review current instructional practices: How are we teaching vocabulary now? - Identify what Academic Word List words appear across subjects-high focus on these words with Teachers and Students - Embedded vocabulary into assessment and feedback: Assessing vocabulary through written and oral responses. 	September 2026- January 2027
<p>Instructional Coaching:</p> <ul style="list-style-type: none"> - Support teachers with lesson planning that embeds vocabulary strategies - Analysis of student performance data and observation trends - Differentiated coaching supports BY DEPARTMENT - Continue progress monitoring and reflection check points 	September 2026 - January 2027
<p>Continuation of the new ELA Curriculum- Magnetic Literacy in 5th and 6th grade</p> <ul style="list-style-type: none"> • Coaches and Lead teachers to support teachers in implementation through weekly department meetings • Coaches to provide one to one planning time, co teaching and or modeling lessons for teachers 	September 2026 - January 2027
<p>Administration Data Meetings with Teachers</p> <ul style="list-style-type: none"> - Meet with teachers to discuss student performance trends - Student growth and progress over time - Effectiveness of interventions and supports 	September 2026 - January 2027

Instructional Key Strategies for Improvement

<ul style="list-style-type: none"> - Student-specific needs - Planning and professional development - Goal setting and accountability 	
<p>Continued Instructional Coaching:</p> <ul style="list-style-type: none"> - Support teachers with lesson planning that embeds vocabulary strategies - Analysis of student performance data and observation trends (monthly) - Differentiated coaching supports BY DEPARTMENT (co planning for scaffolded small group, push in model) 	September 2026 - January 2027
<p>Continued vocabulary professional development</p> <ul style="list-style-type: none"> • District Vocabulary Team Follow Up trainings by grade/Department 	September 2026 - January 2027
<p>Continuation of Incorporation of Academic Word Lists</p> <ul style="list-style-type: none"> • At department meetings, teachers will work together to determine AWL words from any list that match current unit vocabulary and language needs. • Students will self access their knowledge of the words prior to learning them and reassess themselves again after a unit of exposure. • Teachers will use words from these lists in conversations, lessons, writing and throughout all content areas. • Teachers will teach meanings and morphology of words on the list as they pertain to their content. • Students will be challenged to use these words in their conversations and writing. • Lead teachers will select common academic words from their department created list to become building wide words of the week. Words will be introduced and utilized on morning announcements. 	January - June 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> complete when reviewing data
<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Analyze baseline i-Ready Diagnostic scores in Vocabulary to monitor growth over time.</p> <p>Common Assessments - Writing Samples</p>	<p>Collection in i-Ready vocabulary domain data to be used as a baseline.</p> <p>Students embedding AWL words in their written and oral responses.</p>	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	i-Ready mid-year Diagnostic scores in Vocabulary	An increase in the percentage of students performing on or above grade level in the Vocabulary domain on the i-Ready Diagnostic	
	Common Assessments	Growth of students embedding AWL words in their written and oral responses.	
End-of-the Year Targets (outcome data)	i-Ready end of year Diagnostic scores in Vocabulary	An increase in the percentage of students performing on or above grade level in the Vocabulary domain on the i-Ready Diagnostic	
	Common Assessments		

KEY STRATEGY 2

Strengthen math achievement by using targeted small-group instruction, The building thinking classroom and ongoing formative assessments to address gaps in conceptual understanding and problem-solving across grade levels.

BEFORE THE 1 st 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?		
i-Ready PD for all 5th and 6th grade new to content math teachers To help teachers understand the purpose and structure of i-Ready diagnostic, personalized pathways, and teacher-led lessons		September 2026
<ul style="list-style-type: none">- Train teachers to read and interpret diagnostic data to group students intentionally, target instruction, and track progress with clarity		
<ul style="list-style-type: none">- Math Journeys intervention program training for math learning specialist and coaches to be provided by Innovamat		September 2026
Administration Meetings with Teachers		September 2026
<ul style="list-style-type: none">- Meet with teachers to discuss WIN block non-negotiables- Expectation for small group math instruction		
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?		
Instructional Coaches and Lead Teachers will deliver in-house PD and coaching refreshers tailored to teacher needs as identified through student performance data and observation trends.		September 2026
<ul style="list-style-type: none">• Coaches and Lead Teachers will walk teachers through a data analysis of their classes diagnostic results, identifying areas of strength and weakness to determine next steps in instruction and PD needs• Department meetings will support instructional practices development for all teachers		

Instructional Key Strategies for Improvement

<p>Instructional coaches will provide differentiated support through co-planning sessions, push-in modeling, and structured coaching cycles aligned to instructional gaps and growth areas.</p> <ul style="list-style-type: none"> • Conduct department, small group and individual data analysis of iReady Diagnostic, unit assessments and exit slips to identify trends and teacher needs. • Implementation support and reflection—all aligned to gaps in instruction and student growth targets utilizing i-Ready Math Path lessons and assigned interactive lessons • Coaches leading co-planning sessions (based on i-Ready and benchmark assessments) that help teachers design scaffolds, manipulatives, and open ended tasks for small groups • Supporting teachers in using data protocols during planning to regroup students, revise lessons, and implement tier two/three supports all based on student need 	September 2026- January 2027
Conduct data meetings to review Fall diagnostic i-Ready reports and BARS to identify gaps.	September 2026 - January 2027
<p>Foster student learning ownership</p> <ul style="list-style-type: none"> • Coaches and Lead Teachers will help prepare teachers for having initial data chats with students prior to the first diagnostic • Integrating student self-assessment and goal setting tools in instruction to foster metacognition and ownership of learning (student data checks, student learning target rating scale and reflection) • Implement student focused learning strategies within instruction (try, discuss, connect routines, respectful questioning and critiques of peers work) 	September 2026- January 2027
Coaches and math Learning Specialist will have on going training and common planning time to utilize and plan for the new intervention program- Math Journeys	September 2026- January 2027
<p>Learning Walks</p> <ul style="list-style-type: none"> • Lead teachers, coaches and AP's will organize and facilitate teachers visiting colleagues classrooms to share mathematical strategies and best practices with each other • Administration will conduct WIN walkthroughs to collect data on instructional practices. 	September 2026- January 2027
<p>SECOND HALF OF THE YEAR IMPLEMENTATION</p> <p>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</p>	When will this be in place?
Conduct data meetings to review benchmark/midyear assessments, unit tests, and classroom performance to identify gaps. Adjust pacing if necessary.	February 2027
<p>Strengthen Instructional Practices:</p> <ul style="list-style-type: none"> - Math walkthroughs & feedback and provide specific feedback on questioning techniques, use of models, scaffolding, and differentiation - Coaches Supporting teachers in using data protocols during weekly planning to regroup students, revise lessons, and implement tier two/three supports all based on student need - Department meetings will support instructional practices development for all teachers - Coaches and Lead teachers facilitate PD on using key ideas from the Building a Thinking Classroom into daily math instruction 	February- June 2027

Instructional Key Strategies for Improvement

- Coaches and math Learning Specialist will have on going training and common planning time to utilize and plan for the new intervention program	
Strengthen Data Chats <ul style="list-style-type: none"> Continue data chats with students, focusing on Target Growth and Stretch Growth Goals. Administration/Teacher data chats to identify strengths and areas of growth Reflective conversations around grade level/building trends as seen in Diagnostic Data results. 	February-June 2027
<ul style="list-style-type: none"> Administration will share data from building WIN walkthroughs for small group instruction. 	February-June 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>
Early Progress Milestones (implementation/outcome data)	i-Ready Diagnostic Common Assessments BARS	Steady, meaningful progress Improvement in assessment scores.	
Mid-Year Benchmark(s) (outcome data)	i-Ready Benchmarks Common Assessments Administration WIN Walk Throughs	Gains in student academic growth Students will have met at least 50% of their Typical Growth Goal. Students meeting or exceeding expected growth targets. Positive changes in student mindset & engagement in instruction. Consistency in instruction and structure within math intervention times Growth among historically underserved groups. Increased accurate use of math domain-specific vocabulary by students in oral and written work across grade levels and content areas.	

Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	i-Ready end of year Benchmark Common Assessments	Increased student stretch growth scores Mastery in Domain-specific math goals Overall proficiency rates	
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KEY STRATEGY 3	Restorative Practice/Positive Behavioral Interventions and Supports (RP/PBIS)
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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?
Updated PBIS Master Planning Document that covers September 2026 to June 2027 <ul style="list-style-type: none"> - When events will be held - Planned surveys - Planned PDs - When to create announcement of events - Create Specialized Pride Tickets (ie: P.S. I love you Day) - Restocking School Store more often - Broadcasting new school store items on the TVs and a Canva slideshow for teachers to use in class - Continue the Bus of the Month program - PBIS Bulletin Board: showcasing winning bus #'s - TFI - Tiered Fidelity Inventory (2026-2027 scores) - making changes to increase scores where we scored a level 1 - Discussed when to do BR3 expectations and reviewing throughout the year 		September 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Student Survey: To gather students' voices, assess climate, and improve behavioral expectations <ul style="list-style-type: none"> - To determine whether students understand the school's behavior expectations, feel recognized for positive behavior, feel safe and respected, and if the PBIS rewards are meaningful - Use the results of the survey to adjust PBIS practices - Update the Master Planning Document 		December 2026
Gang Resistance Education Training (GREAT): Taught by Law enforcement officers <ul style="list-style-type: none"> - Meets twice per week to empower 6th grade students with the knowledge and skills to resist gang recruitment, make positive choices, and build strong relationships with law enforcement and their communities, and promote positive relationships between students, schools and their families. - To improve skills development: developing life skills, including decision-making, conflict resolution, communication, anger management, and respecting others. 		September 2026 - June 2027 (2 Sessions)
Too Good For Violence Program: <ul style="list-style-type: none"> - Meets with 5th grade weekly to provide support and develop the skills students develop positive relationships, manage emotions, make responsible decisions, resolve conflicts peacefully, and prevent bullying while building a safe and respectful school community. 		October 2026 - March 2027 (2 Sessions)

Instructional Key Strategies for Improvement

Staff Fidelity Checks - PBIS walkthrough tool: <ul style="list-style-type: none"> - Review Pride Ticket submission numbers to identify if all staff are consistently giving out tickets - To identify equity issues - are all students, across grades, demographic, or needs, being recognized equitably - Reward system effectiveness: Do students understand and care about the incentives? Do we need to reteach the process or adjust rewards? - Track positive behavior trends to see if PBIS lessons and school events impact behavior. 	November 2026 & Ongoing
Relaunching school-wide expectations: <ul style="list-style-type: none"> - Using data to target support, and deepening staff & student engagement. Reintroduce restorative language 	January. 2027
Review data from the first half of the year: Office discipline referrals (ODRs), SWIS data, Restorative intervention usage, Suspensions or removals, Climate surveys	January 2027
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Expand partnership with families through evening events and workshops that reinforce the importance of daily attendance. (Family Engagement Night, Spring Concert, Main Event, March Madness)	January 2026 - June 2027
Re-teach PBIS expectations schoolwide: <ul style="list-style-type: none"> - Host a "Vibe-Check Reset Day" - Host a PBIS mini assembly as a refresher - Teachers show BR3 Expectations video, featuring students Reset and re-energize the incentive system: <ul style="list-style-type: none"> - Introduce new or limited-time rewards (e.g. Holiday swag) - Survey students on motivates them Use behavior data to drive support: <ul style="list-style-type: none"> - Review referral data: hot spots, times of day, specific behaviors - Target high-need areas - Offer booster lessons for groups showing higher behavior concerns Increase Staff Recognition and Involvement: <ul style="list-style-type: none"> - Highlight the Faculty and CSEA members of the month on a bulletin board in a high traffic area - Highlight the Buses of the month on a bulletin board in a high traffic area - Offer quick PD refreshers or mini PBIS coaching, if needed - Conduct Mid-Year Surveys to determine what's working with PBIS and what needs to be changed. 	January 2027
Too Good For Violence Program: <ul style="list-style-type: none"> - Survey students on the effectiveness of the program - Survey for teachers 	April 2027
GREAT Program: <ul style="list-style-type: none"> - Survey students on the effectiveness of the program 	May 2027
PBIS Climate Survey: <ul style="list-style-type: none"> - Survey students on the effectiveness of the program 	June 2027

	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>
Early Progress Milestones (implementation/outcome data)	<p>Number of Pride Tickets requested by teachers.</p> <p>Compare results to the same time last year.</p> <p>Patterns & Trends Behavior & discipline data</p> <p>Review student survey questions to attempt to gain a better understanding of the PBIS program</p>	<p>To see if there was an increase in teachers requesting tickets therefore to determine if more students were receiving tickets</p> <p>Consistent distribution across classrooms and grade level. A high number of tickets given overall.</p> <p>Equitable distribution among students.</p> <p>All teachers request tickets periodically.</p> <p>Decrease in behavior incidents that correlate with increases in Pride Tickets.</p>	September 2026
Mid-Year Benchmark(s) (outcome data)	<p>Climate Survey</p> <p>SWIS Data</p> <p>Bus of the Month Winners</p>	<p>Improvement in student behaviors and school climate.</p> <p>Implementation Fidelity - staff using RP/PBIS strategies as intended.</p> <p>Reduction in discipline referrals.</p> <p>Restorative intervention used 100% of teachers use RP or PBIS strategies weekly.</p>	April 2027
End-of-the Year Targets (outcome data)	<p>Climate Survey</p> <p>TFI Review</p> <p>Celebrate buses who followed their BR3's each month</p>	<p>Decrease in ODR's</p> <p>Improvement in TFI scores (from a level 1 to level 2)</p>	June 2027

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

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	2026-27 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey					
Staff Survey					
Family Survey					

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 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
Michael Kapfer	Principal							
Larence Collins	Assistant Principal							
Tatiana Henry	Assistant Principal							
TBD	Assistant Principal							
Justin Chichi	Teacher							
Amy Kelly	Teacher							
Morgan Costantino	Teacher							
Michelle Horsham	Counselor							
Maureen Beatrice	Social Worker							
	Parent							
	Parent							

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

2026-2027

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
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 2025-2026 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

Embed explicit vocabulary instruction and practice across all content areas

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
(2) Instructional Coaches	Coaches support teachers with modeling and feedback on embedding academic vocabulary instruction by setting goals and differentiated teaching	Code 15	\$240,935
Instructional Supplies Encourages participation in school climate planning sessions.	Materials (e.g., vocabulary manipulatives, visuals) used to support differentiated vocabulary instruction for ELLs and SWDs.	Code 45	\$217.85

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 2

Strengthen math achievement through small-group instruction and formative assessment

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
(2) Instructional Coaches	Differentiated Teaching (small groups) & Professional Development (training teachers in responsive instruction)	Code 15	
District Systems Leadership Training (Albany Kickoff)	Supports leaders and coaches in understanding systems that monitor	Code 46	\$3,436.33

SIG Expenditure Plan

	instructional progress, including math achievement.		

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 3

Implement Restorative Practices and PBIS with consistency schoolwide

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Stipends – SCEP Committee & Planning	Supports planning and reflection around schoolwide PBIS/restorative implementation.	Code 15	\$10,000
District Systems Kickoff Travel	Leadership training on systems that support PBIS and restorative culture.	Code 46	
Light Refreshments for Meetings	Encourages participation in school climate planning sessions.	Code 45	\$100
Supplies for SEL	Materials support SEL curriculum and implementation	Code 45	

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 4

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

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

SIG Expenditure Plan

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