



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Glens Falls Common School District	Abraham Wing Elementary	K-6

Collaboratively Developed By:

Delete the red text upon completion.

The Abraham SCEP Development Team

(Abby Turcotte, Amanda Dymond, Colleen Pigliavento, Missy Lank, Jody Pratt, Abby Novak, and Emily Whipple)

And in partnership with the staff, students, and families of Abraham Wing 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 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	
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)	
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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

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

Students will be surveyed upon return in the fall. At the conclusion of the 24-25 school year students were informally surveyed during the end of the year benchmarking and student expressed a dislike for writing, specifically indicating writing as being laborious and not having the physical stamina to complete longer pieces.

Students will continue to be surveyed upon their return in the fall of the 2026–27 school year. At the conclusion of the 2024–25 school year, students were informally surveyed during end-of-year benchmarking. Many students expressed a dislike for writing, specifically describing it as laborious and indicating that they lacked the physical stamina to complete longer writing tasks. This survey process will continue during the 2026–27 school year to monitor student perceptions of writing, track changes over time, and inform instructional planning and interventions aimed at increasing writing stamina and engagement.

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.

Upon completion of the audit, it revealed that our current ELA program lacks an explicit, systematic phonics component aligned with the science of reading. To address this, the district will adopt and implement a research-based phonics program to ensure all students receive foundational literacy instruction grounded in evidence-based practices.

Findings indicated inconsistencies in how writing is taught across grade levels. The audit highlighted a lack of uniform structure and process in writing instruction, which can lead to gaps in student progress. To address this, we will establish a district-wide writing framework and provide professional development to ensure consistent, coherent writing instruction across all grades. The district will also increase our Occupational Therapy position from 0.6 FTE to 0.8 FTE to service more students who have difficulty with the mechanics of writing.

The committee also identified vocabulary development as an area requiring focused attention. A systematic approach to vocabulary instruction will be embedded into the ELA curriculum to enhance students' language comprehension and academic success across content areas.

The district will continue to build upon the literacy improvements initiated through the ELA program audit during the 2026–27 school year. The audit revealed that the previous ELA program lacked an explicit, systematic phonics component aligned with the Science of Reading. In response, the district has adopted a research-based phonics program and will continue full implementation to ensure all students receive foundational literacy instruction grounded in evidence-based practices.

During the 2026–27 school year, the district will also continue updating its ELA curriculum to align with New York State's Science of Reading initiatives. Curriculum revisions will ensure that

instructional materials, instructional practices, and assessment systems reflect current research and state expectations while providing a cohesive literacy experience for all students.

Findings from the audit also identified inconsistencies in writing instruction across grade levels. To address this, the district will continue implementing a district-wide writing framework designed to provide a consistent, coherent approach to writing instruction from kindergarten through grade 12. Ongoing professional development and collaborative curriculum work will support teachers in strengthening instructional practices and ensuring fidelity of implementation. The district will also continue providing summer curriculum development hours to allow teachers to refine instructional materials, align writing expectations across grade levels, and develop resources that support high-quality instruction.

Recognizing that many students continue to experience challenges with the mechanics of writing, the district has increased its Occupational Therapy staffing from 0.6 FTE to 0.8 FTE and will continue providing these expanded services during the 2026–27 school year. This increased level of support will help students develop the fine motor and written language skills necessary for academic success.

Vocabulary development remains an identified area of need. The district will continue embedding systematic, explicit vocabulary instruction throughout the ELA curriculum to strengthen students' oral language, reading comprehension, and academic vocabulary across all content areas.

To further strengthen instructional decision-making, the district will implement a new benchmarking and progress monitoring system through Houghton Mifflin. This assessment platform will provide teachers with more precise and timely student performance data, allowing them to monitor growth, identify learning gaps earlier, deliver targeted interventions, and evaluate the effectiveness of instructional practices. Improved data collection and analysis will support more responsive instruction within the district's Multi-Tiered System of Supports (MTSS).

To strengthen the district's intervention systems, two teacher stipend positions will be established to oversee and monitor the implementation of MTSS and Student Support Services. These leadership positions will coordinate intervention efforts, monitor student progress, facilitate data review meetings, and support staff in implementing evidence-based instructional and intervention practices with fidelity.

The district will continue investing in ongoing professional development throughout the 2026–27 school year to support successful implementation of these initiatives. Teachers and staff will participate in training focused on the Science of Reading, writing instruction, assessment literacy, data-driven decision-making, MTSS, and evidence-based literacy practices. Summer curriculum development opportunities will continue to provide teachers with dedicated time to revise curriculum, analyze student data, and create instructional resources that support high-quality literacy instruction and improved student outcomes.

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.
Implementing an explicit phonics program K-3 aligned with the Science of Reading	X NEW ☐ EXPAND ☐ REFINE	The audit revealed that our current ELA program lacks an explicit, systematic phonics component aligned with the science of reading. To address this, the district will adopt and implement a research-based phonics program to ensure all students receive foundational literacy instruction grounded in evidence-based practices.
Implement a consistency in writing instruction across grade levels	☐ NEW ☐ EXPAND X REFINE	Findings indicated inconsistencies in how writing is taught across grade levels. The audit highlighted a lack of uniform structure and process in writing instruction, which can lead to gaps in student progress. To address this, we will establish a district-wide writing framework and provide professional development to ensure consistent, coherent writing instruction across all grades. The district will also increase our Occupational Therapy position from 0.6 FTE to 0.8 FTE to service more students who have difficulty with the mechanics of writing.
Expand more on vocabulary exposure and instruction	☐ NEW X EXPAND ☐ REFINE	The committee also identified vocabulary development as an area requiring focused attention. A systematic approach to vocabulary instruction will be embedded into the ELA curriculum to enhance students' language comprehension and academic success across content areas.
Continue with Implementation of an explicit phonics program K-3 aligned with the Science of Reading.	☐ NEW X EXPAND ☐ REFINE	The district will continue to train new staff hired by the district to effectively implement the phonics program.
The district will renew its current ELA program while adding	X NEW ☐ EXPAND	These enhanced tools will provide teachers with timely, accurate, and actionable student performance data to

Instructional Key Strategies for Improvement

comprehensive student diagnostic, benchmarking, and progress monitoring components to strengthen assessment practices.	☐ REFINE	inform instructional decision-making, identify learning needs, monitor student growth, and implement targeted intervention strategies. By improving data collection and analysis, the district will be better equipped to provide differentiated instruction, close achievement gaps, and support improved literacy outcomes for all students.
Create an MTSS Coordinator Position	X New	<p>The district's needs assessment identified the need for stronger coordination and consistency in implementing our Multi-Tiered System of Supports (MTSS). Data trends indicated that follow-through on interventions, monitoring student progress, and communication among teams were inconsistent due to limited administrative capacity. Student feedback also highlighted the importance of timely support and consistent access to interventions when academic or behavioral challenges arise.</p> <p>This Key Strategy builds on our existing MTSS framework by expanding and refining implementation through the creation of a district MTSS Coordinator position. As a small district with a single Superintendent/Principal responsible for managing all district operations, dedicated leadership is needed to facilitate MTSS meetings, ensure committee decisions are implemented with fidelity, monitor intervention effectiveness, and coordinate communication among staff. This added capacity will strengthen the district's ability to provide timely, data-informed support for students and improve the consistency and effectiveness of the MTSS process.</p>
Create a Student Support Service Coordinator Position	X New	<p>The district's needs assessment identified the need for stronger coordination and consistency in providing academic, behavioral, and social-emotional supports for students. Data trends indicated that follow-through on interventions, monitoring student progress, and communication among support teams were inconsistent due to limited administrative capacity. Student feedback also emphasized the importance of having timely access to support services and consistent communication between staff and students when challenges arise.</p>

Instructional Key Strategies for Improvement

		<p>This Key Strategy builds on the district's existing student support systems by expanding and refining implementation through the creation of a Student Support Services Coordinator position. As a small district with a single Superintendent/Principal responsible for overseeing all district operations, dedicated leadership is needed to coordinate student support services, facilitate MTSS and intervention team meetings, ensure committee decisions are implemented with fidelity, monitor student progress, and strengthen communication among staff, families, and community partners. This additional capacity will improve coordination across support systems, increase accountability for implementation, and ensure students receive timely, data-informed academic, behavioral, and social-emotional supports.</p>
Explore and purchase an MTSS data collection program.		<p>Explore and purchase an MTSS data collection program that centralizes academic, behavioral, attendance, intervention, and progress-monitoring data in one secure location. Providing faculty and staff with a comprehensive snapshot of each student's needs will support data-informed decision-making, improve collaboration among intervention teams, and enable staff to develop targeted instruction and interventions that best meet each student's individual needs. A centralized system will also increase the efficiency and consistency of MTSS implementation by streamlining data collection, documentation, and progress monitoring across the district.</p>

Implementation

How will we do this?

KEY STRATEGY 1		
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?		
Implement UFLI Phonics Program K-3		July 2025
Purchase UFLI Teacher Manuals		July 2025
Purchase UFLI Classroom Materials		July 2025
Train K-3 Faculty and Staff on implementing the program		July 2025
Train K-3 Faculty and Staff on implementing the program; retrain those wanting a refresher		Aug 2026
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		

Instructional Key Strategies for Improvement

Provide instructional staff K-3 with an instructional coach trained in UFLI to provide support and assistance to staff and ensure implementation with fidelity.	Sept-Dec
Collect Baseline data on our students	Sept
Progress monitor students regularly	Sept - June
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
End of the year bench marking to assess student growth and effeteness of the program.	May – 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)	AIMS Web PLUS UFLI Core Screener	Set student baselines	70% of students were at or exceeding grade level expectations
Mid-Year Benchmark(s) (outcome data)	AIMS Web PLUS UFLI Core Screener	See growth	72% of students were meeting or exceeding grade level expectations
End-of-the Year Targets (outcome data)	AIMS Web PLUS UFLI Core Screener	Measure Growth	90% of students met their targets set in Sept. up from 79% the previous year.

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE IS ONE INSTRUCTIONAL KEY STRATEGY.
DELETE THIS TEXT UPON FINALIZATION.

KEY STRATEGY 2	
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?
Facilitate Grades 4-6 work groups to stream line our writing process and structure	When will this be in place? July/Aug 2025
Develop a common Acronym (i.e. RAD, RACE, CAPS etc)	July/Aug 2025
Create Writing Rubrics for grades K-6	July/Aug 2025

Instructional Key Strategies for Improvement

Increase Occupational Therapist from a 0.6 to 0.8 FTE for the 25-26 School year.	Sept – June 25-26
Continue with Professional Develop for staff	July - June
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?
Implement new acronym and writing rubrics grades K-6	Sept – Dec 2025
Continue with new program	Sept – Dec 2026
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?
Measure growth at the end of the year	May/June 2025
Measure growth at the end of the year	May/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)	AIMS Web Plus HMH Growth Measure	Set baseline	70% of students were at or exceeding grade level expectations
Mid-Year Benchmark(s) (outcome data)	AIMS Web Plus HMH Growth Measure	Measure Growth	72% of students were meeting or exceeding grade level expectations
End-of-the Year Targets (outcome data)	AIMS Web Plus HMH Growth Measure	Measure Growth	90% of students met their targets set in Sept. up from 79% the previous year.

KEY STRATEGY 3

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?
Facilitate Grades 4-6 work groups to stream line our vocabulary instruction		July -Aug
Vocabulary Bulletin Boards in the classroom		July-Aug

Instructional Key Strategies for Improvement

Facilitate grade 4-6 work groups to streamline our vocabulary instruction	July-Aug
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?
Continue with Explicit Vocabulary Instruction	Sept - June
Continue with Increased focus on Morphology	Sept- June
Continue with Implement a Vocabulary word of the Day/Week/Month Grades K-6	Sept- June
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?
Measure growth at the end of the year	May/June 26

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
Early Progress Milestones (implementation/outcome data)	AIMS Web Plus HMH Growth Measure	Set baseline	70% of students were at or exceeding grade level expectations
Mid-Year Benchmark(s) (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	72% of students were meeting or exceeding grade level expectations
End-of-the Year Targets (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	90% of students met their targets set in Sept. up from 79% the previous year.

KEY STRATEGY 4

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?
Purchase New Curriculum	July -Aug
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?
Train Staff on using the new diagnostic collection tools	Aug-Sept

Instructional Key Strategies for Improvement

Benchmark all students K-6	Sept
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Measure growth at the end of the year	May/June 27

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
Early Progress Milestones (implementation/outcome data)	HMH Growth	Set baseline	
Mid-Year Benchmark(s) (outcome data)	HMH Growth	Measure growth	
End-of-the Year Targets (outcome data)	HMH Growth	Measure growth	

KEY STRATEGY 5

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	
Create MTSS Coordinator Position	July -Aug
FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Facilitate beginning of the year benchmark testing	Sept
Collect and analyze data to form Tier 1, Tier 2 and Tier 3 intervention groups	Sept- June
Facilitate MTSS Meetings	Sept- June
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Measure growth at the end of the year	May/June 27

Instructional Key Strategies for Improvement

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
Early Progress Milestones (implementation/outcome data)	AIMS Web Plus HMH Growth Measure	Set baseline	
Mid-Year Benchmark(s) (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	
End-of-the Year Targets (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	

KEY STRATEGY 6

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Create Student Support Services Position		July -Aug
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?
Facilitate beginning of the year benchmark testing		Sept
Collect and analyze data to form Tier 1, Tier 2 and Tier 3 intervention groups		Sept- June
Facilitate MTSS Meetings		Sept- June
Provide Professional Development for faculty and staff		Sept - June
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?
Measure growth at the end of the year		May/June 27

Progress Monitoring

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

Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)	AIMS Web Plus HMH Growth Measure	Set baseline	
Mid-Year Benchmark(s) (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	
End-of-the Year Targets (outcome data)	AIMS Web Plus HMH Growth Measure	Measure growth	

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE ARE TWO INSTRUCTIONAL KEY STRATEGIES. DELETE THIS TEXT UPON FINALIZATION. Monitor Implementation for fidelity

Sept – Dec 2025

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Measure student growth	May/June 2027
Survey Students and Staff for feedback	May/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
Early Progress Milestones (implementation/outcome data)	AIMS Web Plus HMH	Set baselines	
Mid-Year Benchmark(s) (outcome data)	AIMS Web Plus HMH	Assess growth	
End-of-the Year Targets (outcome data)	AIMS Web Plus HMH	Determine and analyze growth	

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)	HMH Classroom Assessments AIMS Wed Bench Marking iReady Assessments Project Read	Explicit Phonics Instruction Increase writing stamina Increased vocabulary awareness	Increased student growth	
End-of-the Year Targets	HMH Classroom Assessments AIMS Wed Bench Marking iReady Assessments Project Read	Explicit Phonics Instruction Increase writing stamina Increased vocabulary awareness	Increased student growth	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	How confident are you in your ability to complete long writing assignments?	Strategy 2	Writing is long and hard!	Writing is easier and we enjoy it	

Instructional Key Strategies for Improvement

Staff Survey	After analyzing our current ELA curriculum, what do you believe are the strengths and weaknesses of the program?	Strategy 1-3	Inconsistency in teaching across grade levels. Specifically in Writing and vocabulary	Increased consistency	
Family Survey	"After completing the first year of UFLI Phonics instruction, have you noticed growth in your child's reading fluency and effectiveness?"	Strategy 1		Seen Improvement	

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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/4	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16
Amanda Dymond	Teacher	5/20	6/4	6/4	6/20	5/28- 6/4	6/20	6/4, 6/20,
Melissa Lank	Teacher	5/20	6/4	6/4	6/20	5/28- 6/4	6/20	6/4, 6/20
Abigail Turcotte	BOCES	5/20	6/4	6/4	6/20		6/20	6/4, 6/20, 6/30, 7/2, 7/7
Brian George	Principal	5/20	6/4	6/4	6/20		6/20	6/4, 6/20, 6/30, 7/2, 7/7
Jody Pratt	Parent	5/20	6/4	6/4	6/20		6/20	6/4, 6/20

Our Team's Process

Emily Whipple	Teacher	5/20	6/4	6/4	6/20		6/20	6/4, 6/20
Abigail Novak	Teacher	5/20	6/4	6/4	6/20		6/20	6/4, 6/20
Gabrielle Waitzman	Parent	5/20	6/4	6/4	6/20		6/20	6/4 6/20

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
Glens Falls Common School District	Abraham Wing Elementary	K-6

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes	9. Incoming Student Induction Programs and Summer Bridge Programs
2. Community Schools	10. Instructional Coaching
3. Elementary School Looping	11. Middle School Flexible Scheduling
4. Establish an Early Warning Intervention and Monitoring System	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
5. Evidence-Based Instructional Methods	13. Ongoing Job-Embedded Professional Development
6. Expanding access to high-quality Out-of-School-Time programs	14. Principal Leadership Development
7. High-Quality Instructional Materials	15. Professional Learning Communities
8. High-Quality Tutoring	16. Restorative Practices

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
UFLI Training Development	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	2,828
UFLI PD	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	5,625
UFLI Curriculum	High-Quality Instructional Materials	45	18,844
UFLI Coordinator	Instructional Coaching	15	52,473
Addition Teaching Assitant	Increased Learning Time	15	21,445
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$101,215

INSTRUCTIONAL KEY STRATEGY 2			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
BOCES Facilitator	Professional Learning Communities	49	1785

SIG Expenditure Plan

Writing/Vocabulary PLC	Professional Learning Communities	15	2500
Occupational Therapist increase 0.6 FTE to 0.8 FTE	Other	15	10,000
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$14,285

INSTRUCTIONAL KEY STRATEGY 3			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team Stipends	Instructional Coaching	15	\$9500
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$9,500