



# School Comprehensive Education Plan

## 2025-26

District	School Name	Grades Served
Newburgh Enlarged City School District	Gidney Avenue Memorial School	K-5

### Collaboratively Developed By:

**The Gidney Avenue Memorial School SCEP Development Team**

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*And in partnership with the staff, students, and families of Gidney Avenue Memorial 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
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	X
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	
<a href="#">Ongoing Job-Embedded Professional Development</a>	
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	

**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 valuable insight into students' perspectives on their learning experiences. During the interviews, students expressed a strong interest in having more days like Math & Movement, which they described as engaging and enjoyable. They also highlighted a need for increased conferencing time with teachers, particularly during writing instruction, as well as more opportunities for small group learning.

These insights directly influenced the team's plan by reinforcing the importance of active, hands-on learning experiences and individualized support. As a result, the SCEP includes specific strategies to expand movement-based and interactive math opportunities, increase structured conferencing time during writing workshop, and incorporate more small group instruction across content areas. These changes are designed to better align instruction with student needs and preferences, ultimately enhancing student engagement and academic outcomes.

## Schools in the ATSI and TSI model only

### Subgroup Spotlight

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

The SCEP team has determined that strategies emphasizing vocabulary development, writing proficiency, and mathematical word problem-solving are likely to lead to improved performance among the identified subgroups. This conclusion is based on several key analyses and strategic considerations:

1. **Comprehensive Data Analysis:** The team conducted an in-depth review of student performance data, including state assessments, classroom-based evaluations, and benchmark measures. This analysis revealed specific areas of academic underperformance within the identified subgroups, particularly in vocabulary comprehension, written expression, and the ability to analyze and solve math word problems.
2. **Implementation of Research-Based Practices:** The selected strategies are rooted in evidence-based educational research demonstrating their efficacy in improving academic outcomes for similar student populations. For instance, targeted vocabulary instruction has been shown to enhance reading comprehension—especially for English language learners and students from diverse linguistic backgrounds. Structured writing interventions foster both literacy and critical thinking, while an emphasis on solving word problems strengthens students' mathematical reasoning and application skills.
3. **Tailored Interventions to Address Specific Needs:** The SCEP strategies have been deliberately customized to meet the unique learning needs of each subgroup. Vocabulary instruction incorporates differentiated word lists and context-driven learning experiences. Writing instruction is scaffolded and includes opportunities for peer feedback and revision. Word problem instruction is enhanced through the use of visual supports, real-world contexts, and step-by-step modeling to increase accessibility and engagement.
4. **Ongoing Professional Development:** The plan also includes structured professional development to support effective implementation of these strategies. Educators are being equipped with tools and methodologies focused on differentiation, culturally responsive teaching practices, and formative assessment techniques—ensuring that instruction remains adaptive and inclusive.
5. **Continuous Monitoring and Responsive Adjustment:** A robust monitoring framework is in place to track the progress of each subgroup, utilizing regular assessments and feedback loops. This allows for real-time evaluation of the strategies' effectiveness and enables timely adjustments to meet evolving student needs.
6. **Inclusive Stakeholder Engagement:** The SCEP team engaged families, students, and community partners throughout the planning process to ensure the strategies are relevant, culturally appropriate, and responsive to student experiences. This collaborative approach fosters a shared commitment to student success and promotes stronger implementation outcomes.

### Learning as a Team

By intentionally focusing on these targeted areas, the SCEP team seeks to address the specific academic challenges facing underperforming subgroups, ultimately improving student outcomes and closing achievement gaps in a sustainable and measurable way.

## 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 <b>(What are we doing?)</b>	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY:  What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i>  <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<p>Increase dedicated PLC time to strengthen instructional planning, analyze student data, and improve consistency in delivering high-quality, standards-aligned instruction in literacy and math across all grade levels.</p>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>Professional Learning Communities will continue as planned. During the 2024- 2025 school year, we increased the number of minutes for each PLC from 30 minutes to 45 minutes. We have determined that the extra fifteen minutes allow for more discussion and work time.</p> <p>As we continue to collaborate in PLC, one of the things we look to adopt is a data analysis protocol for the 2025-2026 school year. This will help keep the teams focused and with an objective lens.</p> <p>To maximize the potential benefits of a PLC, for the 2025- 2026 school year we look to have team members lead more of the learning. We will use the coaching model to support this. Admin and the Instructional coach will lead PLCs towards the beginning of the year, then gradually release the responsibility to the teams with the support of admin.</p> <p>We will also encourage additional learning during PLCs to include modeling and intervisitation.</p>

Explicit Vocabulary Instruction Initiative	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Our 2024–2025 needs assessment highlighted a significant gap in students' language development, particularly in their ability to understand unfamiliar vocabulary—an essential skill for effective reading comprehension. In response, the Instructional Practice Team launched an explicit vocabulary instruction initiative grounded in research-based practices, including Marzano's Six-Step Process and the Frayer Model. Vocabulary instruction was delivered through both whole-group and small-group settings to provide differentiated, equitable support for all learners.</p> <p>Throughout the year, students were periodically assessed on explicitly taught vocabulary. These assessments informed data discussions during PLCs, where instructional teams and the <b>Instructional Practice Team</b> collaborated to revise assessments and refine word selection. Adjustments included the addition of high-impact academic vocabulary and cognates to better support English Language Learners and students developing language proficiency.</p> <p>The student vocabulary notebook served as a core instructional and assessment tool, supporting both daily practice and long-term retention. For the 2025–2026 school year, we will expand and refine this notebook, incorporating improvements in word selection, format, and usability. For our youngest learners, quizzes have been modified for greater accessibility—for example, Kindergarten students now receive visual answer choices instead of text-based ones.</p> <p>Additionally, special area teachers will integrate vocabulary words into their instruction, reinforcing language development across content areas. Through these coordinated efforts, we aim to create a schoolwide vocabulary culture that supports comprehension, academic achievement, and student confidence in language use.</p> <p>To further support this strategy, during the 2025–2026 school year, we will offer an after</p>
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## Instructional Key Strategies for Improvement

		<p>school program for students in grades K-5. Students identified within the ESSA score card as students in need of support will have priority in enrollment. The afterschool program will be tailored to support the instructional strategies outlined in our commitments.</p>
Writing: Writing Assessment Notebooks	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>During the 2024–2025 school year, we implemented a comprehensive Writing Assessment Notebook to promote consistency and clarity in writing instruction across all grade levels. This tool aligned assessments with specific writing genres—narrative, expository, opinion, and more—while providing a structured way to monitor student growth and understanding.</p> <p>For the 2025–2026 school year, the <b>Instructional Planning Team</b> refined the notebooks to enhance usability and instructional impact. Writing prompts and tasks were revised for clarity, and each unit now includes both a beginning-of-unit and end-of-unit assessment to more accurately track student progress. To further support students, the team developed genre-specific success criteria models, student-friendly checklists, and rubrics—tools designed to increase student ownership and make teacher-student conferencing more meaningful.</p> <p>We will also deepen student engagement by promoting peer-to-peer discussions about writing, encouraging students to reflect, revise, and grow through collaboration. During PLCs, teachers will analyze assessment data to identify trends and plan targeted instruction. A consistent, schoolwide approach to reviewing student writing and collecting summative data will support a more focused and data-driven writing culture throughout the building.</p> <p>To further support this strategy, during the 2025-2026 school year, we will offer an after school program for students in grades K-5. Students identified within the ESSA score card as</p>

## Instructional Key Strategies for Improvement

		<p>students in need of support will have priority in enrollment. The afterschool program will be tailored to support the instructional strategies outlined in our commitments.</p>
<p>Math</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>We remain committed to cultivating a community of confident problem solvers by strengthening students' analytical thinking and number sense at every grade level. To support this vision, the Instructional Practice Team will launch student-friendly, standards-based Math Skill Cards. These cards will clearly outline learning targets, empower students to monitor their own progress, and foster deeper engagement with key math practices—helping to build both competence and confidence.</p> <p>Additionally, we will introduce a Number Sense Screener, to be administered three times per year to all students. This tool will provide valuable insight into students' foundational understanding of numbers—an essential building block for success in multi-step problem solving. By prioritizing number sense development, we ensure that all students have the tools they need to access and apply rigorous math content with confidence.</p> <p>To further support this strategy, during the 2025-2026 school year, we will offer an after school program for students in grades K-5. Students identified within the ESSA score card as students in need of support will have priority in enrollment. The afterschool program will be tailored to support the instructional strategies outlined in our commitments.</p>

## Implementation

### How will we do this?

KEY STRATEGY 1	<p><b>Professional Learning Communities</b></p> <p>Increase dedicated PLC time to strengthen instructional planning, analyze student data, and improve consistency in delivering high-quality, standards-aligned instruction in literacy and math across all grade levels.</p>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Update the PLC Handbook to reflect revised expectations, updated meeting structures, and aligned protocols for the 2025-2026 school year.		8/2025
Revise PLC Cycles to include a designated cycle specifically for Special Area Teachers to ensure inclusion and relevance across all instructional areas.		8/2025
Establish and share PLC Norms that foster collaboration, accountability, and a focus on student outcomes. Norms will be co-developed with staff during opening week activities.		8/2025
Design and launch the After School Program that is explicitly aligned to our identified subgroups (e.g., ELLs, SWDs, economically disadvantaged students) and our key strategies in literacy, math, and SEL.		8/2025
Plan and facilitate a dynamic Day 1 rollout of the SCEP for all staff. This will include interactive elements, such as a Jeopardy-style game, to introduce key strategies in an engaging and memorable way.		8/2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> 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?
Execute the SCEP staff rollout on Day 1, setting clear expectations for how each strategy will be implemented and tracked through PLCs.		9/2025
Launch Monthly Newsletters to families that highlight our SCEP priorities, provide progress updates, and offer strategies for home support.		Throughout the school year
Begin Administrative Walkthroughs with a specific focus on observing implementation of key strategies (e.g., student engagement, academic vocabulary, use of data). These will be aligned to PLC cycles and followed up with feedback.		Throughout the school year
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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?
Midyear Reflection and Refinement of PLC Practices through surveys and team feedback sessions to ensure alignment to goals and staff needs. Adjust PLC cycles as necessary.		1/2026
Facilitate Vertical Articulation PLCs between grade bands to promote cross-grade collaboration, identify trends, and inform end-of-year instructional priorities.		Throughout the school year
Continue Administrative Walkthroughs, focusing on growth from first-half observations and identifying exemplars of successful strategy implementation to highlight in future PLCs.		Throughout the school year

### Instructional Key Strategies for Improvement

Share Mid-Year Data Trends in PLCs to guide targeted instructional planning and intervention supports for identified subgroups.	2/2026
Celebrate Successes and Share Best Practices during staff meetings or professional learning days to build morale and collective efficacy as we work toward our SCEP goals.	Throughout the school year
Share End-Year Data Trends in PLCs to guide instructional planning for the following school year.	6/2026

### 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
<b>Early Progress Milestones</b> (implementation/outcome data)	Teacher Surveys  Administrative Walkthrough Data  PLC Meeting Agendas	Consistent implementation of PLC norms and meeting structures as outlined in the updated PLC Handbook.  Active participation from all instructional staff, including Special Area Teachers, in PLC meetings.  Initial integration of data-driven discussions focusing on student outcomes.	PLC started the 7th day of the school year. Walkthroughs have been on going focused on the key strategy and discussed during PLC.

### Instructional Key Strategies for Improvement

<b>Mid-Year Benchmark(s)</b> (outcome data)	<p>Teacher Surveys Walkthrough Data PLC Documentation</p>	<p>Increased teacher engagement in intervisitation processes, fostering peer-to-peer feedback and support.</p> <p>Evidence of PLCs utilizing student performance data to inform instructional strategies.</p> <p>Adjustments to PLC cycles based on feedback to better meet staff and student needs.</p>	
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Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p>Teacher Surveys Administrative Walkthrough Data PLC Meeting Records Student Performance Data</p>	<p>Transition to more teacher-led PLCs, indicating increased ownership and leadership among staff.</p> <p>Demonstrable impact of PLC initiatives on student learning outcomes, particularly within identified subgroups (e.g., ELLs, SWDs, economically disadvantaged students).</p> <p>Sustained implementation of PLC norms and structures throughout the school year.</p>	
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## KEY STRATEGY 2

## Explicit Vocabulary Instruction

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Meet with each grade level to debrief successes/challenges of implementation and materials	5/2025	
Realign words to curriculum progression	8/2025	
Enhance notebook by including more activities for engagement	8/2025	
Have notebooks printed for all grade levels	8/2025	
Distribute materials to teachers	9/2025	
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> 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?
During PLCs, engage in professional learning focused on the components of explicit vocabulary instruction, including modeling, repeated exposure, and student application	Throughout the school year	
Teachers practice and reflect on vocabulary instruction strategies within their classrooms	Throughout the school year	
Ensure all classrooms have updated and consistently used word walls featuring current Tier II and Tier III vocabulary	Throughout the school year	
Conduct classroom walkthroughs and provide feedback to ensure fidelity of implementation	Throughout the school year	
Analyze student work and assessment data to identify vocabulary trends—what are our glows (strengths), grows (areas for improvement), and gos (next steps)?	Throughout the school year	
Adjust instruction based on ongoing formative data and continue to emphasize vocabulary in content areas	Throughout the school year	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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?
Continue PLC discussions with a focus on refining strategies and sharing evidence of student vocabulary growth	Throughout the school year	
Revisit student data from mid year benchmarks to identify progress and adjust word lists or instructional focus as needed	2/2026	
Introduce advanced engagement strategies such as student-led vocabulary activities, vocabulary journals, or classroom challenges	Throughout the school year	
Highlight strong vocabulary instruction through peer observations or “instructional rounds”	Throughout the school year	
Provide targeted support and coaching for teachers who need additional assistance	Throughout the school year	
Prepare for end-of-year reflection and begin gathering feedback to inform improvements for the following school year	6/2026	

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### Progress Monitoring

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data</b>
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<b>Early Progress Milestones</b> (implementation/outcome data)	<p><b>Teacher Implementation Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough checklists and feedback notes (focused on vocabulary instruction strategies, word wall use, student engagement)</li> <li>-PLC attendance and participation logs</li> <li>-Teacher reflection journals or logs (capturing implementation and student response)</li> </ul> <p><b>Student Outcome Data:</b></p> <ul style="list-style-type: none"> <li>-Vocabulary-specific assessment items (unit assessments, common formative assessments, benchmark data)</li> <li>-Vocabulary notebooks/journals</li> <li>-Student work samples (highlighting Tier II/III vocabulary usage in writing and speaking)</li> <li>-Student self-assessments or conferring notes</li> </ul> <p><b>Perception Data:</b></p> <ul style="list-style-type: none"> <li>-Teacher, student, and parent surveys on vocabulary growth and instruction</li> </ul>	<p>Walkthrough data shows initial implementation of vocabulary routines in at least 75% of classrooms</p> <p>Word walls are visible and actively used in 80% of classrooms</p> <p>Student work samples include at least two Tier II/III vocabulary applications per month</p> <p>Teachers report increased comfort with vocabulary instruction in PLC reflections</p> <p>Admin team reviews survey responses to adjust PD and support needs</p>	<p>70% out of 75% classrooms had vocabulary routines. 80% of classrooms had visible word walls. Teachers are reporting more ease in teaching vocabulary.</p>
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### Instructional Key Strategies for Improvement

	<p>-Peer observation/Instructional rounds feedback</p>		
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<b>Mid-Year Benchmark(s)</b> (outcome data)	<b>Teacher Implementation Data:</b> <ul style="list-style-type: none"> <li>-Walkthrough checklists and feedback notes (focused on vocabulary instruction strategies, word wall use, student engagement)</li> <li>-PLC attendance and participation logs</li> <li>-Teacher reflection journals or logs (capturing implementation and student response)</li> </ul> <b>Student Outcome Data:</b> <ul style="list-style-type: none"> <li>-Vocabulary-specific assessment items (unit assessments, common formative assessments, benchmark data)</li> <li>-Vocabulary notebooks/journals</li> <li>-Student work samples (highlighting Tier II/III vocabulary usage in writing and speaking)</li> <li>-Student self-assessments or conferring notes</li> </ul> <b>Perception Data:</b> <ul style="list-style-type: none"> <li>-Teacher, student, and parent surveys on vocabulary growth and instruction</li> </ul>	85% of classrooms demonstrate fidelity to vocabulary routines in walkthroughs  Mid-year assessment data shows 10–15% growth in vocabulary performance across grade levels  Vocabulary notebooks show student ownership (highlighted words, definitions, student-generated examples)  Conferring notes reveal increased student confidence using new words in speaking/writing  PLCs adjust word lists and strategies based on benchmark results and student need	
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### Instructional Key Strategies for Improvement

	<p>-Peer observation/Instructional rounds feedback</p>		
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<b>End-of-the Year Targets</b> (outcome data)	<b>Teacher Implementation Data:</b> <ul style="list-style-type: none"> <li>-Walkthrough checklists and feedback notes (focused on vocabulary instruction strategies, word wall use, student engagement)</li> <li>-PLC attendance and participation logs</li> <li>-Teacher reflection journals or logs (capturing implementation and student response)</li> </ul> <b>Student Outcome Data:</b> <ul style="list-style-type: none"> <li>-Vocabulary-specific assessment items (unit assessments, common formative assessments, benchmark data)</li> <li>-Vocabulary notebooks/journals</li> <li>-Student work samples (highlighting Tier II/III vocabulary usage in writing and speaking)</li> <li>-Student self-assessments or conferring notes</li> </ul> <b>Perception Data:</b> <ul style="list-style-type: none"> <li>-Teacher, student, and parent surveys on vocabulary growth and instruction</li> </ul>	90–100% of classrooms fully implement and sustain vocabulary practices  End-of-year assessments show 20–25% improvement in vocabulary knowledge across grades  Student-led vocabulary activities and journals evident in all classrooms  Teachers can identify and articulate effective strategies and student growth patterns during final reflection  Feedback from teacher/student surveys used to enhance 2026–2027 vocabulary notebook design and PD	
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## Instructional Key Strategies for Improvement

	-Peer observation/Instructional rounds feedback		
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<b>KEY STRATEGY 3</b>	<b>Writing</b>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Instructional Practice Team will design/create Writing Assessment Notebooks for each grade level		2024-2025 school year
Instructional Practice Team will create student friendly checklists		2024-2025 school year
Instructional Practice Team will create student friendly rubrics		2024-2025 school year
Have notebooks printed for all grade levels		8/2025
Distribute Materials to teachers (notebooks, anchor charts)		8/2025
Facilitate a professional development session during summer/fall staff days to model the use of notebooks, rubrics, and checklists in writing instruction		9/2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?		
Teachers will introduce Writing Assessment Notebooks to students and model how to use checklists and rubrics for self-assessment and goal setting		9/2025
Writing instruction will focus on the first genre (e.g., narrative), incorporating the notebooks and anchor charts into daily lessons & conferencing		9/2025
Teachers will participate in PLCs to review student writing samples and calibrate scoring using the rubrics		Throughout the school year
School leaders and instructional coaches will conduct classroom walkthroughs to provide feedback and identify areas of support		Throughout the school year
Teachers will collect student writing samples for formative assessment and review during mid-year data meetings		1/2026
Adjust instruction and conferencing practices based on data gathered from writing notebooks and student performance		Throughout the school year
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		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?		
Continue using notebooks and rubrics as students engage with additional genres (e.g., opinion, informational)		Throughout the school year
Encourage student ownership by having them set writing goals and reflect on their progress using the notebook		Throughout the school year

## Instructional Key Strategies for Improvement

Deepen conferencing practices, targeting individual writing goals and reinforcing checklist use	Throughout the school year
Continue PLC calibration sessions with updated writing samples to ensure consistency across grade levels	Throughout the school year
Highlight exemplar student work and share best practices across classrooms and grade levels	Throughout the school year
Gather feedback from teachers and students on the notebook's effectiveness to inform revisions for the next school year	6/2026

### 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. <b>What are our next steps?</b> complete when reviewing data

<b>Early Progress Milestones</b> (implementation/outcome data)	<p><b>Implementation Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough/observation data focused on the use of notebooks, checklists, and rubrics</li> <li>-PLC notes documenting rubric calibration and instructional planning</li> <li>-Teacher reflection logs or surveys on writing instruction practices</li> <li>-Student use of notebooks (goal setting, rubric check-ins, reflections)</li> </ul> <p><b>Student Outcome Data:</b></p> <ul style="list-style-type: none"> <li>-Baseline, mid-year, and end-of-year writing samples across genres</li> <li>-Rubric-scored assessments (analyzed for growth and consistency)</li> <li>-Writing conference notes or goal-tracking sheets</li> <li>-Student reflections/self-assessments</li> </ul> <p><b>Perception Data:</b></p> <ul style="list-style-type: none"> <li>-Teacher, student, and family surveys about the writing experience and growth</li> </ul>	<ul style="list-style-type: none"> <li>-100% of teachers introduced notebooks, checklists, and rubrics to students by October</li> <li>-Walkthrough data confirms consistent use of anchor charts and writing tools in classrooms</li> <li>-PLCs hold at least one calibration session using student writing samples</li> <li>-Student writing notebooks include at least one documented goal and reflection</li> <li>-Surveys indicate teachers feel prepared to implement writing expectations</li> </ul>	
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### Instructional Key Strategies for Improvement

	-Feedback on notebook usability and effectiveness		
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Instructional Key Strategies for Improvement

<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p><b>Implementation Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough/observation data focused on the use of notebooks, checklists, and rubrics</li> <li>-PLC notes documenting rubric calibration and instructional planning</li> <li>-Teacher reflection logs or surveys on writing instruction practices</li> <li>-Student use of notebooks (goal setting, rubric check-ins, reflections)</li> </ul> <p><b>Student Outcome Data:</b></p> <ul style="list-style-type: none"> <li>-Baseline, mid-year, and end-of-year writing samples across genres</li> <li>-Rubric-scored assessments (analyzed for growth and consistency)</li> <li>-Writing conference notes or goal-tracking sheets</li> <li>-Student reflections/self-assessments</li> </ul> <p><b>Perception Data:</b></p> <ul style="list-style-type: none"> <li>-Teacher, student, and family surveys about the writing experience and growth</li> </ul>	<p>Students have completed at least one full published piece in narrative writing</p> <p>Rubric scores on mid-year writing samples show at least 30% of students meeting or exceeding expectations</p> <p>Calibration scoring shows increased inter-rater reliability within grade levels</p> <p>Teachers adjust instruction based on notebook analysis and formative writing data</p> <p>Conferences include individualized writing goals for at least 80% of students</p>	
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### Instructional Key Strategies for Improvement

	-Feedback on notebook usability and effectiveness		
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<b>End-of-the Year Targets</b> (outcome data)	<p><b>Implementation Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough/observation data focused on the use of notebooks, checklists, and rubrics</li> <li>-PLC notes documenting rubric calibration and instructional planning</li> <li>-Teacher reflection logs or surveys on writing instruction practices</li> <li>-Student use of notebooks (goal setting, rubric check-ins, reflections)</li> </ul> <p><b>Student Outcome Data:</b></p> <ul style="list-style-type: none"> <li>-Baseline, mid-year, and end-of-year writing samples across genres</li> <li>-Rubric-scored assessments (analyzed for growth and consistency)</li> <li>-Writing conference notes or goal-tracking sheets</li> <li>-Student reflections/self-assessments</li> </ul> <p><b>Perception Data:</b></p> <ul style="list-style-type: none"> <li>-Teacher, student, and family surveys about the writing experience and growth</li> </ul>	All students complete writing in three genres (narrative, opinion, informational)	60–70% of students meet grade-level expectations on end-of-year rubric-based assessments
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Instructional Key Strategies for Improvement

	-Feedback on notebook usability and effectiveness		
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KEY STRATEGY 4	Math	
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
The Instructional Practice Team will create Math Skills Cards for all grade levels that are standard based and student friendly.		2024-2025 school year
Instructional coach will research and research and organize a number sense screener for all grade levels to be used BOY, MOY and EOY		2024-2025 school year
Math Skill Cards will be printed and distributed.		8/2025
Provide professional development to staff on how to integrate Math Skills Cards into daily instruction and center work		9/2025
Review key expectations for problem-solving instruction, including the use of open-ended tasks and math discourse		9/2025
Ensure materials and digital access are ready for use at the start of the school year		8/2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> 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?
Administer the Number Sense Screener (BOY) to establish baseline data and identify areas of need		9/2025
Teachers will introduce and use Math Skills Cards in lessons, small groups, and student goal-setting conferences		9/2025
Incorporate daily problem-solving tasks that require students to explain their thinking and use multiple strategies		Throughout the school year
Use PLCs to analyze Number Sense Screener results and identify trends across grade levels		Throughout the school year
Provide ongoing coaching and support focused on building number sense and strengthening instructional strategies for problem-solving		Throughout the school year
Begin implementing student math journals for reflection and strategy tracking		Throughout the school year
Conduct learning walks to observe and support implementation of number sense routines and skill card use		Throughout the school year
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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?
Re-administer Number Sense Screener (MOY) to measure growth and refine instructional focus		1/2026
Continue use of Math Skills Cards and deepen student ownership by having students track progress and identify areas for practice		Throughout the school year

## Instructional Key Strategies for Improvement

Focus on multi-step problem-solving tasks aligned to upcoming state testing formats and real-world application	Throughout the school year
Use PLCs to review student work, share strategies, and calibrate instructional approaches	Throughout the school year
Support student discourse and reasoning through intentional math talk routines and sentence stems	Throughout the school year
Conduct targeted small groups and interventions based on MOY data	2/2026
Administer EOY Number Sense Screener and evaluate effectiveness of implementation, making notes for improvement in the next school year	6/2026

### 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. <b>What are our next steps?</b> complete when reviewing data

Instructional Key Strategies for Improvement

<p><b>Early Progress Milestones</b> (implementation/outcome data)</p>	<p><b>Implementation</b></p> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough and learning walk notes (focused on use of Math Skills Cards, math discourse, journals, and problem-solving tasks)</li> <li>-Teacher reflections and coaching logs</li> <li>-PLC notes analyzing student work, screener results, and instructional strategies</li> <li>-Student math journals showing strategy use and reflection</li> </ul> <p><b>Student Outcome</b></p> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>-Number Sense Screener (BOY, MOY, EOY)</li> <li>-Common formative assessments</li> <li>-Student work samples (highlighting multi-strategy problem-solving and math talk evidence)</li> <li>-Math Skills Card tracking sheets (student goal setting and progress)</li> </ul>	<p>All students have been assessed using the BOY Number Sense Screener</p> <p>90% of classrooms show use of Math Skills Cards and math journals by October</p> <p>Walkthrough data shows regular number sense routines and problem-solving</p> <p>PLCs engage in analysis of screener results and set grade-level instructional focus areas</p> <p>Students begin using journals to track thinking and reflect on strategies</p> <p>Survey data shows teacher understanding of expectations and readiness to implement</p>	
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## Instructional Key Strategies for Improvement

	<p><b>Perception Data:</b> -Teacher, student, and parent surveys on student confidence, math engagement, and clarity of instruction</p>		
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<b>Mid-Year Benchmark(s)</b> (outcome data)	<b>Implementation</b> <b>Data:</b> -Walkthrough and learning walk notes (focused on use of Math Skills Cards, math discourse, journals, and problem-solving tasks)  -Teacher reflections and coaching logs  -PLC notes analyzing student work, screener results, and instructional strategies  -Student math journals showing strategy use and reflection  <b>Student Outcome</b> <b>Data:</b> -Number Sense Screener (BOY, MOY, EOY)  -Common formative assessments  -Student work samples (highlighting multi-strategy problem-solving and math talk evidence)  -Math Skills Card tracking sheets (student goal setting and progress)	MOY Number Sense Screener shows <b>at least 15–20% growth</b> from BOY levels  Math journals include evidence of reflection and use of varied strategies  80% of students demonstrate use of math talk stems and written justifications in problem-solving  Student work samples show increasing complexity and accuracy in open-ended tasks  Teachers adjust instruction and small group support based on MOY data  PLCs calibrate expectations around problem-solving rubrics or scoring	
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## Instructional Key Strategies for Improvement

	<p><b>Perception Data:</b> -Teacher, student, and parent surveys on student confidence, math engagement, and clarity of instruction</p>		
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Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p><b>Implementation</b></p> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>-Walkthrough and learning walk notes (focused on use of Math Skills Cards, math discourse, journals, and problem-solving tasks)</li> <li>-Teacher reflections and coaching logs</li> <li>-PLC notes analyzing student work, screener results, and instructional strategies</li> <li>-Student math journals showing strategy use and reflection</li> </ul> <p><b>Student Outcome</b></p> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>-Number Sense Screener (BOY, MOY, EOY)</li> <li>-Common formative assessments</li> <li>-Student work samples (highlighting multi-strategy problem-solving and math talk evidence)</li> <li>-Math Skills Card tracking sheets (student goal setting and progress)</li> </ul>	<p>EOY Number Sense Screener shows <b>30–40% growth</b> from BOY baseline</p> <p>90% of students are using multiple strategies and self-monitoring progress with Math Skills Cards</p> <p>End-of-year student work shows strong math reasoning, strategic problem-solving, and clear communication</p> <p>Instructional walkthroughs show math discourse routines embedded in daily practice</p> <p>Final surveys reflect high student engagement and teacher confidence in math instruction</p> <p>Feedback is used to refine Math Skills Cards, journaling practices, and screener tools for 2026–2027</p>	
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## Instructional Key Strategies for Improvement

	<p><b>Perception Data:</b> -Teacher, student, and parent surveys on student confidence, math engagement, and clarity of instruction</p>		
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## Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)				
End-of-the Year Targets				

### 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	I use my vocabulary notebook regularly. My vocabulary knowledge has increased. <ol style="list-style-type: none"> <li>I use a rubric to edit my own writing.</li> <li>I conference 1-on-1 with my teacher often.</li> <li>I am given chances to talk about math problems with my classmates.</li> </ol>	N/A	85% agree or strongly agree		

Instructional Key Strategies for Improvement

	<p>4.</p> <p>5. I can show my thinking using math words and reasoning.</p>				
<b>Staff Survey</b>	<p>I have my students use their vocabulary notebooks regularly.</p> <ol style="list-style-type: none"> <li>1. I provide time for my students to self edit.</li> <li>2. I conference 1-on-1 with my students regularly.</li> </ol> <p>I use various ways to increase my students vocabulary knowledge</p> <p>I plan and provide opportunities for math talks in my class.</p> <p>My students show their thinking by using math language and reasoning.</p>	N/A	90% agree or strongly agree		
<b>Family Survey</b>	<p>My child uses their vocabulary notebook regularly.</p> <p>My child's vocabulary knowledge has increased. My son/daughter discusses their writing conferences at home.</p> <ol style="list-style-type: none"> <li>1. My son/daughter makes more of an effort to self edit their work.</li> </ol> <p>My child is able to explain their math</p>	N/A	85% agree or strongly agree		

### Instructional Key Strategies for Improvement

	thinking when working at home. .  My child shows his/her math thinking by using math words and reasoning on their homework assignments.				
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## Non-Instructional Key Strategies for 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	Orientati on to School Teams (required for new TSI)	Analyz e: Data Variati on Identifi cation	Analyz e: Data Variati on Share and Explore	Ana lyze: Surv ey Dat a	Liste n: Stud ent Inter view s	Envis ion: Refle ct and Synt hesize	Plan Writi ng and Revis ion
Rob Glowacki	Principal		5/5/25	5/6/25		4/10, 4/11	4/17	5/25/9 5/16
Rosalie Pena	Assistant Principal		5/5/25	5/5/25		5/20/25	5/27/25	5/28, 6/9
Pamela Zouhairy	Instructional Coach		5/5/25	5/5/25	5/27/25	5/20/25	5/27/25	5/9, 5/16, 6/5
Claudine Mazza	Teacher		5/5/25	5/6/25		4/10, 4/11	4/17	5/25/9 5/16
Ericka Gil	Teacher		5/5/25	5/5/25		5/20/25	5/27/25	5/28, 6/9
Caitlin Keane	Teacher		5/5/25	5/5/25	5/27/25	5/20/25	5/27/25	5/9, 5/16, 6/5
Elizabeth Loscerbo	Teacher		5/5/25	5/6/25		4/10, 4/11	4/17	5/25/9 5/16
Carolyn Evans	Teaching Assistant		5/5/25	5/5/25		5/20/25	5/27/25	5/28, 6/9

### Our Team's Process

Kelsey Kimlin	Teacher		5/5/25	5/5/25	5/27/25	5/20/25	5/27/25	5/9, 5/16, 6/5
Anna Kover	Teacher		5/5/25	5/6/25		4/10, 4/11	4/17	5/2 5/9 5/16
Rachel Holzapple	Teacher		5/5/25	5/5/25		5/20/25	5/27/25	5/28, 6/9

## 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**

<b>District</b>	<b>School Name</b>	<b>Grades Served</b>
Newburgh	Gidney Ave Memorial School	K-5

## 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. <a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>
2. <a href="#">Community Schools</a>
3. <a href="#">Elementary School Looping</a>
4. <a href="#">Establish an Early Warning Intervention and Monitoring System</a>
5. <a href="#">Evidence-Based Instructional Methods</a>
6. <a href="#">Expanding access to high-quality Out-of-School-Time programs</a>
7. <a href="#">High-Quality Instructional Materials</a>
8. <a href="#">High-Quality Tutoring</a>

9. <a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>
10. <a href="#">Instructional Coaching</a>
11. <a href="#">Middle School Flexible Scheduling</a>
12. <a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>
13. <a href="#">Ongoing Job-Embedded Professional Development</a>
14. <a href="#">Principal Leadership Development</a>
15. <a href="#">Professional Learning Communities</a>
16. <a href="#">Restorative Practices</a>

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.

## SIG Expenditure Plan

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

<b>INSTRUCTIONAL KEY STRATEGY 1</b>	Increase dedicated PLC time to strengthen instructional planning, analyze student data, and improve consistency in delivering high-quality, standards-aligned instruction in literacy and math across all grade levels.
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	13) On-going job embedded professional development		\$0

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

<b>INSTRUCTIONAL KEY STRATEGY 2</b>	Explicit Vocabulary Instruction Initiative
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Supplies and Materials	7) High Quality Instructional Materials	45	\$11,014

### SIG Expenditure Plan

Professional Salaries (Instructional Practice Team)	15) Professional Learning Community	15	\$42,645
Professional Salaries (Afterschool Program)	5) Evidence-based Instructional Methods	15	\$75,525
Supplies and Materials (Afterschool Program)	7) High Quality Instructional Materials	45	\$11,027

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

### INSTRUCTIONAL KEY STRATEGY 3

Writing: Writing Assessment Notebooks

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Supplies and Materials	7) High quality instructional materials	45	
Professional Salaries (Instructional Practice Team)	15) Professional Learning Community	15	
Supplies and Materials (Mystery Writing Membership)	7) High Quality Instructional Materials	45	\$1,199
Professional Salaries (Afterschool Program)	5) Evidence-based Instructional Methods	15	

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

### INSTRUCTIONAL KEY STRATEGY 4

Math

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Supplies and Materials	7) High quality instructional materials	45	
Professional Salaries (Instructional Practice Team)	15) Professional Learning Community	15	
Professional Salaries (Afterschool Program)	5) Evidence-based Instructional Methods	15	

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**

## Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Professional Salaries (Instructional Practice Team)	Plan Monitoring	15	
	Plan Monitoring		

**TOTAL AMOUNT FOR PLAN MONITORING**

## 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Professional Salaries	Plan Development	15	\$21,104
	Plan Development		

**TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT**