



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Newburgh	Newburgh Free Academy	9, 10, 11, 12

Collaboratively Developed By:

The Newburgh Free Academy SCEP Development Team

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 - o Lauren Rivera, Asst. Principal
 - o Jessica Layne, Asst. Principal
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SCEP Cover Page

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- Parents
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 - o Emily Greaven

And in partnership with the staff, students, and families of Newburgh Free Academy

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	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
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

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW 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>
Implement the use of the discourse continuum and targeted academic vocabulary instruction across all content areas to improve student communication, comprehension, and engagement in rigorous academic conversations.	EXPAND	Schoolwide data (e.g., classroom observations, assessment performance, and student work) reflect a need for stronger academic vocabulary use and more student-centered dialogue. Many students, particularly multilingual learners and those with IEPs, struggle to express their ideas using academic language. The discourse continuum provides a scaffolded structure to move students from simple responses to extended, content-rich academic discourse, improving both literacy and critical thinking across subjects.
Implement the discourse continuum and explicit math vocabulary instruction in all math classrooms to support students' ability to explain reasoning, engage in mathematical conversations, and strengthen conceptual understanding.	EXPAND	Math performance data, including state assessments and classroom tasks, indicate that students struggle with word problems, multi-step reasoning, and explaining their mathematical thinking. This is particularly evident among multilingual learners, students with disabilities, and economically disadvantaged students. Strengthening students' math discourse and vocabulary supports their ability to make sense of problems, communicate reasoning, and build confidence in numeracy skills.

Implementation

How will we do this?

KEY STRATEGY 1

Implement the use of the discourse continuum and targeted academic vocabulary instruction across all content areas to improve student communication, comprehension, and engagement in rigorous academic conversations.

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?
Hold combined (Main, North, West) faculty meetings to roll out SCEP and PD plans.		Sept. 3, 2025
Provide professional development on the discourse continuum and vocabulary instruction aligned with disciplinary language.		Sept - 2-3 2025 (opening days) & Sept. 9 and 11
Through PLCs, support teachers in designing and modeling sentence frames, academic prompts, and structured speaking/listening tasks.		Sept - 2-3 2025 (opening days) & Sept. 9 and 11
PLCs will create a plan to embed vocabulary routines (e.g., word walls, morphology study, content-based vocabulary notebooks) into daily instruction		Sept - 2-3 2025 (opening days) & Sept. 9 and 11
Create expectations for the use of instructional rounds and PLCs focusing on student talk and vocabulary use		Sept - 2-3 2025 (opening days) & Sept. 9 and 11
Develop a plan to monitor implementation through student work, classroom walkthroughs, and feedback cycles.		Sept - 2-3 2025 (opening days) & Sept. 9 and 11
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?

Instructional Key Strategies for Improvement

Provide professional development on the discourse continuum and vocabulary instruction aligned with disciplinary language.	September-December 2025
Support teachers in designing and modeling sentence frames, academic prompts, and structured speaking/listening tasks.	September - December 2025
Embed vocabulary routines (e.g., word walls, morphology study, content-based vocabulary notebooks) into daily instruction	September - December 2025
Use instructional rounds and PLCs to calibrate on expectations for student talk and vocabulary use	September - December 2025
Monitor implementation through student work, classroom walkthroughs, and feedback cycles.	September - December 2025
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?	
Provide professional development on the discourse continuum and vocabulary instruction aligned with disciplinary language.	January-March 2026
Support teachers in designing and modeling sentence frames, academic prompts, and structured speaking/listening tasks.	January-March 2026
Embed vocabulary routines (e.g., word walls, morphology study, content-based vocabulary notebooks) into daily instruction	January-March 2026
Use instructional rounds and PLCs to calibrate on expectations for student talk and vocabulary use	January-March 2026
Monitor implementation through student work, classroom walkthroughs, and feedback cycles.	January-March 2026
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)	<p>Student work samples reflecting accurate and varied vocabulary use</p> <p>Observation data showing movement along the discourse continuum</p> <p>Increased student participation during academic discussions.</p> <p>Growth on ELA and content-area writing and speaking assessments</p>	<ul style="list-style-type: none"> • Increased student use of academic language in both speaking and writing. • Improved comprehension and expression of complex ideas across content areas • Greater participation in academic conversations and collaborative learning 	

Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Student work samples reflecting accurate and varied vocabulary use</p> <p>Observation data showing movement along the discourse continuum</p> <p>Increased student participation during academic discussions.</p> <p>Growth on ELA and content-area writing and speaking assessments</p>	<ul style="list-style-type: none"> • Increased student use of academic language in both speaking and writing. • Improved comprehension and expression of complex ideas across content areas • Greater participation in academic conversations and collaborative learning 	
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Instructional Key Strategies for Improvement

<p>End-of-the Year Targets (outcome data)</p>	<p>Student work samples reflecting accurate and varied vocabulary use</p> <p>Observation data showing movement along the discourse continuum</p> <p>Increased student participation during academic discussions.</p> <p>Growth on ELA and content-area writing and speaking assessments</p>	<ul style="list-style-type: none"> • Increased student use of academic language in both speaking and writing. • Improved comprehension and expression of complex ideas across content areas • Greater participation in academic conversations and collaborative learning 	
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<p>KEY STRATEGY 2</p>	<p><i>Implement the discourse continuum and explicit Math vocabulary instruction in all math classrooms to support students' ability to explain reasoning, engage in mathematical conversations, and strengthen conceptual understanding.</i></p>
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<p>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?</p>		<p>When will this be in place?</p>
<p>Hold combined (Main, North, West) faculty meeting to roll out SCEP and PD plans.</p>		<p>Sept. 3, 2025</p>
<p>Provide professional learning on the discourse continuum as it applies to math instruction (e.g., moving students from one-word answers to full explanations).</p>		<p>Sept - 2-3 2025 (opening days) & Sept. 9 and 11</p>

Instructional Key Strategies for Improvement

PLCs will create a plan to embed structured math talk routines (e.g., Number Talks, Think-Pair-Share, Turn & Talk) in daily instruction.	Sept - 2-3 2025 (opening days) & Sept. 9 and 11
PLCs will develop visual supports like math vocabulary word walls, anchor charts, and sentence stems.	Sept - 2-3 2025 (opening days) & Sept. 9 and 11
PLCs will discuss how to analyze student work and classroom discussions in order to be able to identify growth in vocabulary use and depth of explanation	Sept - 2-3 2025 (opening days) & Sept. 9 and 11
Develop a plan to monitor implementation through student work, formative assessments, classroom walkthroughs, and feedback cycles.	Sept - 2-3 2025 (opening days) & Sept. 9 and 11
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Provide professional learning on the discourse continuum as it applies to math instruction (e.g., moving students from one-word answers to full explanations).	Sept. 9, 2025 - January 9, 2026
Embed structured math talk routines (e.g., Number Talks, Think-Pair-Share, Turn & Talk) in daily instruction.	Sept. 9, 2025 - January 9, 2026
Develop and consistently use visual supports like math vocabulary word walls, anchor charts, and sentence stems.	Sept. 9, 2025 - January 9, 2026
Analyze student work and classroom discussions in PLCs to identify growth in vocabulary use and depth of explanation	Sept. 9, 2025 - January 9, 2026
Monitor progress through classroom walkthroughs, formative assessments, and student reflections.	Sept. 9, 2025 - January 9, 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?

Instructional Key Strategies for Improvement

Provide professional learning on the discourse continuum as it applies to math instruction (e.g., moving students from one-word answers to full explanations).	January 12, 2026 - June 1, 2026
Embed structured math talk routines (e.g., Number Talks, Think-Pair-Share, Turn & Talk) in daily instruction.	January 12, 2026 - June 1, 2026
Develop and consistently use visual supports like math vocabulary word walls, anchor charts, and sentence stems.	January 12, 2026 - June 1, 2026
Analyze student work and classroom discussions in PLCs to identify growth in vocabulary use and depth of explanation	January 12, 2026 - June 1, 2026
Monitor progress through classroom walkthroughs, formative assessments, and student reflections.	January 12, 2026 - June 1, 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
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Instructional Key Strategies for Improvement

<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Classroom observations show growth in student discourse and vocabulary use</p> <p>Student writing includes mathematical explanations using content-specific vocabulary.</p> <p>Formative and summative assessments show improved reasoning and problem-solving.</p> <p>Growth in subgroup performance on math assessments and state exams</p>	<ul style="list-style-type: none"> • Increased use of precise math language in student talk and written responses • Greater student participation in mathematical reasoning and discussions. • Improved performance on multi-step math problems and open-ended tasks. • Stronger confidence and persistence in solving complex math problems. 	
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Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Classroom observations show growth in student discourse and vocabulary use</p> <p>Student writing includes mathematical explanations using content-specific vocabulary.</p> <p>Formative and summative assessments show improved reasoning and problem-solving.</p> <p>Growth in subgroup performance on math assessments and state exams</p>	<ul style="list-style-type: none"> • Increased use of precise math language in student talk and written responses • Greater student participation in mathematical reasoning and discussions. • Improved performance on multi-step math problems and open-ended tasks. • Stronger confidence and persistence in solving complex math problems. 	
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Instructional Key Strategies for Improvement

<p>End-of-the Year Targets (outcome data)</p>	<p>Classroom observations show growth in student discourse and vocabulary use</p> <p>Student writing includes mathematical explanations using content-specific vocabulary.</p> <p>Formative and summative assessments show improved reasoning and problem-solving.</p> <p>Growth in subgroup performance on math assessments and state exams</p>	<ul style="list-style-type: none"> • Increased use of precise math language in student talk and written responses • Greater student participation in mathematical reasoning and discussions. • Improved performance on multi-step math problems and open-ended tasks. • Stronger confidence and persistence in solving complex math problems. 	
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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)
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Instructional Key Strategies for Improvement

Student Survey					??
Staff Survey					
Family Survey					

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**. **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

Any strategy selected should 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 our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	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>
Strengthen schoolwide implementation of social-emotional learning (SEL) and restorative practices to promote a safe, inclusive school environment, improve student behavior and attendance, and increase students' sense of belonging and connection.	NEW	Data from student surveys, behavior incidents, and attendance reports indicate that many students feel disconnected from school and struggle with conflict resolution and emotional regulation. Restorative practices and SEL support student development in self-awareness, relationship-building, and accountability—critical to improving climate, safety, and engagement in a high school setting

Implementation

(How will we do this?)

KEY STRATEGY 1

Strengthen schoolwide implementation of social-emotional learning (SEL) and restorative practices to promote a safe, inclusive school environment, improve student behavior and attendance, and increase students' sense of belonging and connection.

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?
Provide professional development for staff on SEL competencies and restorative practices (e.g., community-building circles, restorative conversations, affective statements).		Intro on Sept - 2-3 2025 (opening days) & Sept. October 2025
Integrate SEL instruction into advisory/crew periods and content-area classrooms using CASEL-aligned resources		October & November 2025
Establish consistent use of restorative practices in response to student conflict and behavioral incidents.		October & November 2025
Use student voice (e.g., surveys, focus groups) to guide implementation and ensure relevance		Survey students in October 2025
Partner with families and community organizations to promote SEL and restorative values beyond the school day		Survey parents in October 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Provide professional development for staff on SEL competencies and restorative practices (e.g., community-building circles, restorative conversations, affective statements).		Intro on Sept - 2-3 2025 (opening days) & Sept. October 2025
Integrate SEL instruction into advisory/crew periods and content-area classrooms using CASEL-aligned resources		October & November 2025

Non-Instructional Key Strategies for Improvement

Establish consistent use of restorative practices in response to student conflict and behavioral incidents.	October & November 2025
Use student voice (e.g., surveys, focus groups) to guide implementation and ensure relevance	October & November 2025
Partner with families and community organizations to promote SEL and restorative values beyond the school day	October & November 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?
Provide professional development for staff on SEL competencies and restorative practices (e.g., community-building circles, restorative conversations, affective statements).	January 2026 - March 2026
Integrate SEL instruction into advisory/crew periods and content-area classrooms using CASEL-aligned resources	January 2026 - March 2026
Establish consistent use of restorative practices in response to student conflict and behavioral incidents.	January 2026 - March 2026
Use student voice (e.g., surveys, focus groups) to guide implementation and ensure relevance	January 2026 - March 2026
Partner with families and community organizations to promote SEL and restorative values beyond the school day	January 2026 - March 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
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Non-Instructional Key Strategies for Improvement

<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Student climate and SEL survey data show growth in belonging, safety, and regulation.</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Improved student attendance and academic engagement indicators</p>	<ul style="list-style-type: none"> • Improved student relationships with peers and adults. • Increased use of restorative responses to behavioral challenges. • Stronger student connection to school community and classroom engagement. • Reduction in suspensions, chronic absenteeism, and classroom disruptions. 	
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Non-Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Student climate and SEL survey data show growth in belonging, safety, and regulation.</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Improved student attendance and academic engagement indicators</p>	<ul style="list-style-type: none"> • Improved student relationships with peers and adults. • Increased use of restorative responses to behavioral challenges. • Stronger student connection to school community and classroom engagement. • Reduction in suspensions, chronic absenteeism, and classroom disruptions. 	
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Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	<p>Student climate and SEL survey data show growth in belonging, safety, and regulation.</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Decrease in office discipline referrals and out-of-school suspensions</p> <p>Improved student attendance and academic engagement indicators</p>	<ul style="list-style-type: none"> • Improved student relationships with peers and adults. • Increased use of restorative responses to behavioral challenges. • Stronger student connection to school community and classroom engagement. • Reduction in suspensions, chronic absenteeism, and classroom disruptions. 	
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Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	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)
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Non-Instructional Key Strategies for Improvement

Student Survey	Students in this school receive support that addresses their individual needs?	Strengthen schoolwide implementation of social-emotional learning (SEL) and restorative practices to promote a safe, inclusive school environment, improve student behavior and attendance, and increase students' sense of belonging and connection.	55% agreed	3%-5%	
Staff Survey	Students in this school receive support that addresses their individual needs?	Strengthen schoolwide implementation of social-emotional learning (SEL) and restorative practices to promote a safe, inclusive school environment, improve student behavior and attendance, and increase students' sense of belonging and connection.	70% agreed	3%-5%	
Family Survey	Students in this school receive support that addresses their individual needs?	Strengthen schoolwide implementation of social-emotional learning (SEL) and restorative practices to promote a safe, inclusive school environment, improve student behavior and attendance, and increase students' sense of belonging and connection.	45% agreed	3%-5%	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Students Reimagining School
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Ana lyze : Dat a Vari atio n Ide ntifi cati on	Ana lyze : Dat a Vari atio n Sha re and Exp lore	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Refl ect and Syn the size	Pla n Wri ting and Rev isio n
Doddo, Matteo	Co-Principal	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Valentino, Susan	Co-Principal	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Kavanagh, Patrick	Assistant Principal	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Rivera, Lauren	Assistant Principal	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Layne, Jessica	Assistant Principal	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19

Our Team's Process

Brescia, Susan	Special Education Teacher	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Costabile, Jennifer	English Teacher	9/23	9/23, 10/21			2/25	5/12, 6/19	5/12, 6/19
Lang, Roxanne	School Social Worker	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25		5/12, 6/19
Lee, Verna	Special Education Teacher	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Mojica, Robin	School Psychologist	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Muller, Joanna	Math Teacher	9/23	9/23, 10/21					
Pagan, Sandra	Special Education Teacher	9/23	9/23, 10/21	12/9, 2/25	12/9, 2/25	2/25	5/12, 6/19	5/12, 6/19
Trapani, Theresa	Math Teacher	9/23	9/23, 10/21					
Walz, Ryan	English Teacher	9/23	9/23, 10/21					5/12, 6/19

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan 2025-26

District	School Name	Grades Served

School-Level SIG Expenditure Plan

Instructions

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

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

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

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

Evidence-Based Intervention Category

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

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

INSTRUCTIONAL KEY STRATEGY 1

Implement the use of the discourse continuum and targeted academic vocabulary instruction across all content areas to improve student communication, comprehension, and engagement in rigorous academic conversations.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Core Collaborative -2 sessions \$8600/day	15	40	\$17,200
BOCES-PLC refresher	15	49	5,000
Supplies			820

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY 23,020

INSTRUCTIONAL KEY STRATEGY 2

SIG Expenditure Plan

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	
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INSTRUCTIONAL KEY STRATEGY 3	
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	
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INSTRUCTIONAL KEY STRATEGY	
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	
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INSTRUCTIONAL KEY STRATEGY 5	
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

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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
Principal Stipend-2		15	15000
AP SLT(5 AP's) - 8 hours		15	3400
Director (4) SLT 8 hrs		15	2720
SLT -15 teachers (July-Aug)		15	6210
Restorative practices lead facilitators (stipend)		15	5184
SLT- CSEA member -2		15	\$560

TOTAL AMOUNT FOR PLAN MONITORING **\$33,074**

2026-27 Plan Development Expenses			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			