New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025 -26

District	School Name	Grades Served
Newburgh Enlarged School District	South Middle School	6-8

Collaboratively Developed By:

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And in partnership with the staff, students, and families of South Middle School.

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
   - Activity 1: Analyze: Data Variation Identification
   - Activity 2: Analyze: Data Variation Share and Explore
   - Activity 3: Analyze: Survey Data
   - Activity 4: Listen: Student Interviews
   - Activity 5: Envision: Reflect and Synthesize

2. **Met with their NYSED/District/BOCES liaison**:
   - Following *Activity 1: Analyze Data Variation Identification*
   - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.

3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

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

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	X

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student focus groups helped provide insight into students' experiences with learning and with the adults in the classroom. Students revealed that they felt safe overall, but there were situations where they did not feel safe due to their peers' behavior and interactions. Students shared that they had some teachers who provided support with whom they had a positive rapport with and some adults with whom they did not feel connected to. Students provided feedback on what they felt would be helpful, such as student choice, group work, and anti-bullying assemblies.

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.

Based on our data, it was determined that we need to continue with our focus on explicit teaching for reading and writing, as well as the importance of fostering a safe, inclusive, and supportive learning environment that prioritizes students' social-emotional well-being through a Multi-Tiered System of Supports. Lastly, student focus groups revealed the need for more opportunities for student collaboration and group work.

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Implement the teaching of reading strategies across all content areas to support comprehension, vocabulary development, and access to grade-level texts.	REFINE	1. Student responses indicate that students struggle with difficult assignments due to unknown vocabulary. 2. BOY i-Ready scores indicate 62% of students are reading 3 or more grade levels below, and 10% are reading 2 or more grade levels below. 3. EOY i-Ready scores indicate 49% of students are reading 3 or more grade levels below, and 8% are reading 2 or more grade levels below. 4. On the NYS ELA test, 71% (552 students) scored a 1 or 2 on the state test. This year we will REFINE our approach by implementing 5 specific evidence-based reading strategies: (1) explicit vocabulary instruction (2) reading strategies to support comprehension (3) text annotation techniques, (4) close reading protocols, and (5) academic discussion stems. Previous years focused on general reading support, but this year will systematically implement these specific strategies with fidelity across all content areas.
Implement the teaching of writing across all content areas to support students' ability to explain, analyze, and apply content knowledge in writing.	REFINE	1. Student responses indicate that students struggle with difficult assignments due to unknown vocabulary. 2. BOY i-Ready scores indicate 62% of students are reading 3 or more grade levels below, and 10% are reading 2 or more grade levels below. 3. EOY i-Ready scores indicate 49% of students are reading 3 or more grade levels below, and 8% are reading 2 or more grade levels below. 4. On the NYS ELA test, 71% (552 students) scored a 1 or 2 on the state test.

		5. According to a teacher survey, some teachers claim they do not implement writing in class. This year we will REFINE our writing instruction by focusing specifically on building writing stamina and supporting critical thinking across all content areas. The gap we identified is that students cannot sustain writing for extended periods and lack critical thinking skills in written expression. Previous efforts were inconsistent - this year we will implement structured writing support including explicit modeling, guided practice, and writing conferencing to build students' ability to sustain writing and think critically through written expression.
Increase student engagement and academic achievement through the consistent implementation of small group instruction and collaborative learning structures that promote student teamwork and active participation across all classrooms.	NEW	According to teacher focus group responses, a Systematic Approach to Tiered Vocabulary is needed. While tiered vocabulary support is mentioned in testing, a more systematic approach to explicitly teaching and reinforcing Meet with students through 1-1 conferencing to review individual MOY I-Ready and state scores related to vocabulary use. the WHy Enforcing Tier 2 words across instruction might benefit students.

Implementation

How will we do this?

KEY STRATEGY 1	Implement the teaching of reading strategies across all content areas to support comprehension, vocabulary development, and access to grade-level texts.

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?
Administrators will receive coaching from a consultant on best practices to support teachers with teaching for reading and writing focusing on the identified strategies for each.	Summer 2025
Provide teachers with a guide that provide the key reading strategies outlined in the SCEP, a step by step explanation of each, NYSED rubric, annotation rubric, EL education materials, and a list of Tier 2 words with definitions to reinforce across all contents and build common language across all content areas.	September 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?
All teachers will receive PD on the following 4 reading strategies to support comprehension, vocabulary, and access across all content areas: 1. Close Reading 2. Frayer Model 3. Annotating 4. High order questioning-text based evidence responses	Fall 2025

Teachers will receive anchor charts for the Frayer Model and Annotation routine to post in every classroom. Teachers will also be provided with a common rubric for annotation and use the NYSED rubric for text based evidence responses.	October 2025
ELA Teachers will receive PD from EL education, focusing on reading across content areas focused on the following key topics: ● Vocabulary in context ● Close reading with annotation ● Text based evidence responses ● Protocols for student discourse	September/ October 2025
Building wide vocabulary Tier 2 words will be incorporated in all content areas.	Fall & Mid 2025
Monthly check-ins/assessments and surveys will occur to monitor use of strategies in classrooms.	Fall & Mid 2025
Walkthroughs with look fors will focus on evidence of close reading (through multiple reads, student annotations, text dependent questions, etc), classroom discussions, student work samples.	Ongoing
Instructional walk-throughs will occur with the administrative staff and instructional coach to monitor progress and any needs for support.	Fall & Mid 2025
Teachers will receive PD: ● Expectations for PLC's ● Looking at student work using specific protocol (https://www.clee.org/resources/about-learning-from-student-work/ -resource for protocols to view student work) ● How to conference with students effectively	September- November 2025
Meetings with lead teachers, departments, SLT, and administration will occur to monitor progress and make adjustments as needed.	Fall & Mid 2025
Teachers will participate in intervisitations to observe colleagues' use of strategies.	Fall & Mid 2025
Teachers will meet with students through conferencing (one on one and/or small group) to review progress.	November 2025
Teachers will include explicit vocabulary instruction using the Frayer Model in their lesson plans.	Fall & Mid 2025
Administer reflection survey to teachers on the PD's, EL education, use of strategies for comprehension and vocabulary.	November 2025
Identify students who continue to struggle with comprehension and vocabulary for Tier 2 and Tier 3 small group strategy supports through AIS.	End of 1st Quarter
Celebrate and share success stories during PLC's and/or faculty meetings.	ongoing
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Mid year refresher, teachers will receive a check in PD to go over and highlight the strong practices observed so far, review and realign expectations, and review the key strategies. ● Review the 4 strategies, expectations, and non negotiables ● Provide examples from classrooms and student work ● Have departments share how they have implemented and embedded each strategy	Jan/Feb 2025
Ensure vocabulary instruction through the Frayer Model is embedded in every subject	Mid Year
Adjust PD and coaching based on needs. Identify where more support or differentiation is needed based upon walk throughs, student work, and observations.	ongoing

Instructional walk-throughs will occur with admin. and instructional coach.	Mid Year & Spring 2026
Teachers will continue to participate in intervisitations to observe colleagues' use of strategies.	Mid Year & Spring 2026
Teachers will reflect on what strategies have been most effective based on data, including IReady, unit assessments, classroom tasks, student discussions, surveys, student work samples and evidence based response samples, student notebooks with annotations, etc.	Feb 2025
PLC's will focus on reviewing progress based on student work samples. Every meeting should include teachers bringing in student work samples	Spring 2025
Celebrate and share success stories during PLC's and/or faculty meetings.	ongoing
Build a strategy toolkit (ie in google classroom) or resource folder where lessons, artifacts, growth/progress, can be shared.	Spring 2025
Have teachers share lessons, artifacts, or student growth during an end-of-year celebration or gallery walk	May/June 2025

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps? complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Walkthroughs/ observations Lesson plans Meeting Agendas & minutes Student work samples	● All classrooms will have the anchor charts for the Frayer model, annotation, and evidence based text responses ● Weekly lesson plans will embed at least 2 of the reading strategies per week ● All teachers will have received PD on the expectations and the guiding document on the strategies ● Baseline Iready student data to identify gaps in comprehension/vocabulary	

Mid-Year Benchmark(s) (outcome data)	Walkthroughs/ observations Lesson plans Meetings agendas and minutes AIS plans Student work samples and assessment data	- Teachers are using the annotation rubric, frayer model, and NYSED test based response rubric. - Teachers are explicitly embedding Tier 2 vocabulary instruction using the Frayer model in their lessons across content areas. - Walkthroughs show at least 80% implementation of at least 2 or more of the strategies. - PLC's/department meetings include discussion of strategy use, student work samples, and calibration using protocols. - Students who are at potential, and continue struggling have been identified for TIer 2 or 3 support through AIS - Student work demonstrates use of annotation, frayer model, and growth in citing textual evidence compared to the baseline. - Iready/formative or unit assessments show progress in comprehension for at least 70% of students.	

End-of-the Year Targets (outcome data)	Google docs Meeting agendas/minutes and notes or share outs Walkthroughs/observations Surveys Student work/benchmarks Student surveys	- Teachers have contributed to a shared strategy toolkit with sample lessons, student work, and/or tools. - All teachers have implemented all 4 reading strategies across at least one full unit in their subject area. - Intervisitations/PLC's reflect deepened conversations around strategy effectiveness and student outcomes as evidenced by teachers use of data to drive their instruction with conferencing with students. - Instructional walkthroughs show at least 90% of fidelity of implementation of 2+ strategies per class. - Teacher survey shows they reflected on the impact and have adjusted instruction based on student work and shared strategies. - Student work demonstrates use of accurate textual evidence across all content and growth in reading comprehension and vocabulary.	

		● Student surveys show students feel a sense of independence, self efficacy, confidence in their comprehension and vocabulary due to the use of annotation, frayer model, and the four strategies.	

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

KEY STRATEGY 2	Implement the teaching of writing across all content areas to support students' ability to explain, analyze, and apply content knowledge in writing.

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?
Put together a guidebook to provide teachers, outlining the writing process for each prospective content area, include low stakes writing strategies, graphic organizers, and examples they can use and refer to during PD and throughout the year.	August/Sept. 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?
All teachers will receive PD on the following writing strategies: ● Review of low stakes writing strategies from the 24-25 school year (journal writing, quick writes, reflections, reading responses) ● Sentence expansion and sentence combining ● Essay planner/graphic organizer/paragraph frames ● Using mentor texts and modeling writing ● Revision ● Building writing stamina	September/ October 2025
Provide teachers with graphic organizers to support writing ● CER -all content areas will use this for short response questions (claim evidence reasoning) ● Body paragraph graphic organizer (topic sentence, introduce evidence, evidence, discuss/explain) ● Revision tool	September/ October 2025

Teachers will receive posters for their classrooms of student friendly rubrics and paragraph frames to use and put up when they are applicable for each type of writing (argumentative, informative, explanatory, narrative).	October 2025
Provide all teachers with professional development through Impact Teams with 2 sessions in the beginning of the school year.	Fall 2025
Teachers will receive PD on a school-wide rubric for argument, explanatory, and narrative writing.	October/November 2025
Integrate formative writing tasks and unit-based writing assignments to assess and monitor student thinking and academic progress in all content areas.	On going
Review student work samples to calibrate rubrics, scoring, and reflect on student progress and implementation of the writing strategies and frameworks in each content areas.	On going
Students will develop a portfolio of their writing products.	Fall 2025
Teachers will receive PD on modeling writing and using mentor texts.	October 2025
Teachers will participate in intervisitations to observe colleagues' use of strategies.	Fall & Mid 2025
Teachers will receive PD: • Expectations for PLC's • Calibrating the scoring of student work based on a rubric • How to conference with students effectively around writing	September-November 2025
Teachers will meet with students through conferencing (one on one and/or small group) to review progress and students' writing and revision.	November 2025
Celebrate and share success stories during PLC's and/or faculty meetings.	ongoing
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Mid year refresher, teachers will receive a check in PD to go over and highlight the strong practices observed so far, review and realign expectations, and review the key strategies. • Review the writing strategies, expectations, and non negotiables • Provide examples from classrooms and student work • Have departments share how they have implemented and embedded writing in their content	Jan/Feb 2025
Ensure both low stakes and extended writing tasks are embedded across all classrooms.	Mid Year
Adjust PD and coaching based on needs. Identify where more support or differentiation is needed based upon walk throughs, student work, and observations.	ongoing
Instructional walk-throughs will occur with admin. and instructional coach.	Mid Year & Spring 2026
Teachers will continue to participate in intervisitations to observe colleagues' use of strategies.	Mid Year & Spring 2026
Teachers will reflect on what strategies have been most effective based on data, writing tasks, unit assessments, classroom tasks, student discussions, surveys, student work samples and evidence based response samples, student revisions, etc.	Feb 2025
PLC's will focus on reviewing progress based on student work samples. Every meeting should include teachers bringing in student work samples	Spring 2025
Celebrate and share success stories during PLC's and/or faculty meetings.	ongoing
Add to the strategy toolkit (ie in google classroom) or resource folder where lessons, artifacts, growth/progress, can be shared.	Spring 2025

Have teachers share lessons, artifacts, or student growth during an end-of-year celebration or gallery walk	May/June 2025

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Walkthroughs/observations Lesson plans Meeting Agendas & minutes Student work samples	• All classrooms will have the posters and rubrics aligned to the writing tasks in their content area up in their rooms. • Weekly lesson plans will embed at least 1 low stakes writing strategy and 1 writing task per week. • All teachers will have received PD on the expectations and the guiding document on writing. • Baseline student data to identify gaps in writing	

Mid-Year Benchmark(s) (outcome data)	Lesson plans Walkthroughs Observations Meeting agendas/minutes Student surveys	- All content area teachers have implemented at least 1 low stakes writing task weekly. - Teachers are using provided graphic organizers in their instruction weekly - Teachers have administered at least 2 formative and one unit based writing task aligned to content standards and writing goals, with the perspective rubric. - Teachers have participated in two impact team sessions focused on writing strategies. - School wide rubrics are visible and used to assess at least one writing task per class per marking period. - At least two student writing samples have been collected and calibrated through PLC's using rubrics. - Students share they are comfortable writing and are able to state which graphic organizer helps them with their writing. - Students shared they have had at least one writing conference (individually or in a small group) in at least 2 of their classes.	

		● Students have at least 2 writing pieces (1 low stakes and 1 extended) in their portfolios (across content areas) .	

End-of-the Year Targets (outcome data)	Lesson plans Walkthroughs/observations Teacher surveys Meetings agendas/notes Student work	- All teachers are consistently using writing strategies (low stakes And extended writing) in their lessons and instruction. - Writing graphic organizers, sentence frames, and rubrics are embedded in classroom instruction across content areas. - Teachers have participated in at least 2 rounds of intervisitations and reflected on writing instruction they observed. - At least 90% of teachers report increased confidence in teaching writing in their content area. - PLC's include analysis of student writing using common rubrics - Teachers engaged in student work calibration at least twice (once in the fall and once in the spring). - Student writing portfolios have at least 2 low stakes pieces, 2 extended writing tasks, and evidence of revision with teacher feedback - Student work shows growth in writing based on rubric aligned progress and improvement from the baseline to the end of the year writing tasks.	

KEY STRATEGY 3	Increase student engagement and academic achievement through the consistent implementation of small group instruction and collaborative learning structures that promote student teamwork and active participation across all classrooms.

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?
Planning of the professional development of collaborative learning for administrators to be able to turn key and provide support, coaching and PD to teachers through out the school year.	Summer 2025
SLT/SCEP team collaboration meetings calendar.	Summer 2025
Create an outline/PD to share with teachers on best practices for small group instruction and classroom management routines.	Summer 2025
Establish schoolwide expectations and norms, and common language to use around what collaborative learning is, what small group instruction looks like, and how it should look across each classroom.	Summer 2025
Develop a "look fors" tool to support walk throughs and feedback.	Summer 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?
Teachers will receive PD and a guiding document on the following collaborative learning structures: ● small group instruction - what it should look like, sound like, feel like ● Structured protocols (also provided with EL Education) -jigsaw, reciprocal teaching, socratic seminar, round robin ● Leveraging heterogenous groupings ● Designing tasks/questions/lesson that require interdependence and collaboration Teachers will be provided with professional development and coaching on collaborative strategies from EL Education as well as our school based instructional coach, school building leadership, and middle-level director.	September-Nov. 2025
Instructional coach will collaborate with lead teachers to incorporate data protocols to encourage teachers to review student data (i-Ready, state test scores, etc.) to help form collaborative groups with a focus and utilize heterogenous groupings based on data.	Fall 2025
Administer a reflection survey to teachers and students on the implementation and use of collaborative learning structures.	December 2025
Gather and analyze feedback from all stakeholders (families, admin, teachers, students) to make adjustments as needed for the second half of the year.	Fall 2025
Instructional walk-throughs will occur with admin. and instructional coach.	Fall and Mid 2025
Teachers will participate in intervisitations to observe colleagues' use of strategies.	Fall and Mid 2025
Teachers will meet with students through conferencing to review progress.	Mid Year 2025
Check-ins via surveys, lead teacher meetings, common planning meetings, etc. for all stakeholders (families, admin, teachers, students) to determine implementation of strategies.	Mid Year 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?

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Mid year refresher, teachers will receive a check in PD to go over and highlight the strong practices observed so far, review and realign expectations, and review the key strategies. ● Review the strategies, expectations, and non negotiables ● Provide examples from classrooms and student work ● Have departments share how they have implemented and embedded collaborative learning structures ● Review data - both qualitative and quantitative on students' progress	Jan/Feb 2025
Teachers will participate in intervisitations to observe colleagues' implementation and observe how students engaged in collaborative learning structures in different classes.	Mid & Spring 2026
Instructional walk-throughs will occur with the administrative staff. and instructional coach.	Mid & Spring 2026
Teachers will reflect on what strategies have been most effective based on data, including IReady, unit assessments, classroom tasks, student discussions, surveys, student work samples	Feb 2025
PLC's will focus on reviewing progress based on student work samples. Every meeting should include teachers bringing in student work samples	Spring 2025
Celebrate and share success stories during PLC's and/or faculty meetings.	ongoing
Build a strategy toolkit (ie in google classroom) or resource folder where lessons, artifacts, growth/progress, can be shared.	Spring 2025
Have teachers share lessons, artifacts, or student growth during an end-of-year celebration or gallery walk	May/June 2025

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps? complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Lesson plans Meeting Agendas & minutes	● Weekly lesson plans will embed at least collaborative learning structure ● All teachers will have received PD on the expectations and the guiding document on the collaborative learning structures	

Mid-Year Benchmark(s) (outcome data)	Walkthroughs/ observations Lesson plans Student work from small groups Mid year surveys Looks fors tool	• 90% of classrooms using collaborative structures and small group instruction consistently and effectively. • All teachers will embed small group instruction and at least 1 collaborative learning structures into their lessons at least 2 times/week. • Student work showing evidence of deeper understanding through group based learning. • Academic progress monitoring data and student perceptions of collaboration, learning and engagement. • Look fors tool is used in walkthroughs to monitor implementation.	

End-of-the Year Targets (outcome data)	Walkthroughs/ observations Lesson plans Student work product from collaborative tasks Assessment data Reflections	• 100% classrooms use small group instruction and collaborative learning strategies • Student reflections show 50% growth in teamwork, leadership, and academic contributions. • Academics show progress in targeted skill areas through small group instruction. • Final surveys reflect higher levels of engagement, confidence, and participation from students. • Reduction in off-task behavior or tier 2-3 behavioral supports due to increased engagement. • Collaborative learning structures and small group instruction are part of schoolwide norms, and visible in classrooms	

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE ARE THREE INSTRUCTIONAL KEY STRATEGIES. DELETE THIS TEXT UPON FINALIZATION.

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)	IReady and Assessment data	Reading Writing Collaborative learning structures	• 15% increase in student reading at grade level (from 38% to 53%)
	Student work	Reading	• Increased use of annotations, frayer model, textual evidence
	Walkthroughs /observations	Writing	• 2 writing samples per student
	Survey data (panorama)	Collaborative learning	• Increased participation and engagement by 20% as evidenced by the panorama survey data
		All three strategies	• Reduce Tier 3 students from 57% to 45%

End-of-the Year Targets	NYS ELA IReady and Assessment data Student work Walkthroughs /observations Survey data (panorama)	Reading Writing Collaborative learning structures Reading Writing Collaborative learning	• Reduce level 1 scores from 71% to 60% • Increase % of students reading at grade level to 65% • Each teacher will have implemented all 3 key strategies. • Students will have 4+ pieces in their portfolios • Evidence of revision • Increased rubric scores vs the baseline • 30% Increase in student voice, interaction, improved peer to peer support and teamwork	

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	1)(I feel that I receive support in my classes (ex. communication,encou	1- Strategy #3	88% of the students from student focus	There will be an increase in the number of students	In the spring, 90% of students will report that they

ragement checking in for my understanding, etc.) 2)I conference with my teachers 1- on 1 often. 3) I'm given opportunities to talk about reading and writing with my peers in class.	2-Strategy # 1 Strategy # 2 3-Strategy #1 Strategy #2	groups claim to feel comfortable asking their teachers for help with their schoolwork. According to the mid year student check-in survey, 39.4% of students agree and 31.1% of students strongly agree that they feel thy receive support in their classes. According to instructional class visit data, 58% of the classes visited had some evidence of small group and/or conference work was, and 33% of the classes visited had no evidence	who report that they feel comfortable asking their teachers for help with their schoolwork	feel comfortable seeking help from their teacher with schoolwork.

			of small group instruction or conferencing. According to student focus group responses, 50% of the students rely on teacher support when having trouble.		
Staff Survey	1)I provide dedicated time for students to self-edit and reflect on their writing to foster independence and ownership of the revision process. 2)I conduct regular one-on-one conferencing with students to offer personalized feedback and support academic growth. 3) I implement a variety of strategies to build and enhance students' vocabulary knowledge across content areas. 4)I intentionally plan and provide support to student utilizing	1-Strategy #3 2-Strategy # 1, 2, 3 3-Strategy # 1 Strategy # 2 4-Strategy#1 Strategy #2 Strategy #3			

	interventions that are in panorama				
Family Survey	1)My child regularly uses vocabulary words learned at school in conversations at home, demonstrating an increased vocabulary knowledge. 2)They often talk about their reading and writing progress, including the one-on-one conferences they have with their teacher. 3)My child feels supported at school and confidently knows who to turn to when they need help.	1-Strategy #2 2-Strategy#1 Strategy # 2 Strategy #3 3-Strategy #3			

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. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Increase meaningful family engagement opportunities that promote shared responsibility for student learning, build trust, and create two way communication between home and school.	XNew	Academic performance data for the school indicates ongoing challenges in core areas like math and English Language Arts, particularly in the earlier middle school grades. These challenges are compounded by patterns of inconsistent attendance among certain groups of students, which further disrupts academic progress and engagement. Improving two-way communication and building stronger partnerships with families can help address both learning and attendance concerns. This strategy supports early intervention, builds trust, and ensures families are better equipped to help students stay on track. Attendance at family events such as Hispanic Heritage Night, STEM Day, Books and Breakfast, etc ranged from 50 to 300 caregivers. Attendance at conversations with the principals ranged from 7-20 parents/caregivers. We would like to increase parent/caregiver attendance during all events by 10% and provide parents/caregivers with greater opportunities to engage with the school community.

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Implementation

(How will we do this?)

KEY STRATEGY 1	Increase Family Engagement opportunities

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?
Develop a family engagement plan aligned to the instructional strategies with a calendar of academic and community events	Summer 2025
Build a family engagement folder with event flyers, survey, templates, etc	Summer 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 staff with PD on culturally responsive communication and strategies to engage all families in collaboration with the FACE team	September 2025
Establish/Refine schoolwide norms and expectations for two way communication with families	Fall 2025
Host a welcome back night	September 2025
Implement monthly newsletters highlighting student learning, events, and home strategies to support reading, writing, vocabulary	ongoing
Provide academic workshops for families on supporting reading, writing, and collaborative learning at home	ongoing
Continue the principal chats that were started last year.	ongoing

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Host a mid year family forum to share progress, revisit goals and gather input from families	Jan/Feb 2026
Offer targeted academic workshops (ie, writing, vocabulary at home, state test prep)	Spring 2026
Family survey to assess impact and adjust as needed	March 2026
Student celebrations and showcases- Reading night, writing night, gallery walk	Spring 2026
Engage families in AIS intervention meetings and progress updates	ongoing
Host and end of year celebration to recognize student growth and family contributions	May/june 2026
Review parent engagement data with staff and family liaisons to plan for the following year	June 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. *What are our next steps?* complete when reviewing data

Early Progress Milestones (implementation/outcome data)	Participation Attendance Communication logs	Welcome night will have 65% family participation 70% attendance at at least one principal chat, conference, and workshop Monthly contact with families	
Mid-Year Benchmark(s) (outcome data)	Calendar of events Attendance Survey	Mid year family forum was held and feedback collected At least 2 academic workshops offered with >30% turnout Family survey shows increase in satisfaction with communication and partnership	
End-of-the Year Targets (outcome data)	Attendance Survey Calendar and notes Teacher feedback	At least 90% of families have participated in one or more school based events or meetings. Final family survey shows overall increase in partnerships, trust, and school satisfaction. End of year celebration/showcase was held with family participation. Teachers reflect on family partnerships and highlight successful practices.	

KEY STRATEGY 2

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?

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?

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?

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* complete when reviewing data
Early Progress Milestones (implementation/outcome data)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

Non-Academic Performance Targets

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

We believe successful implementation of these Non-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)	Attendance Assessment data SEL data (panorama)	Family engagement	5% decrease in chronic absenteeism Students of families who've attended conferences or workshops demonstrate growth aligned to goals set during those meetings Students of engaged families show stronger SEL indicators (positive relationships, increased self-efficacy, improved behavior)	

| End-of-the Year Targets | Attendance

Assessment data

Behavior data

SEL data (panorama) | Family engagement | Sustained decrease in chronic absenteeism; ≥90% of students have families who attended at least one school event or conference

Students with consistent family engagement show measurable academic growth (target: ≥70% of these students meet or exceed growth targets)

Students with regular family-school communication demonstrate decreased behavioral incidents and increased class participation

Increase in 30% of students who report feeling supported by their families in academics and confident communicating about school at home | |

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)
Student Survey	1)What makes you feel supported by both your school and your family? 2)What would make it easier for your family to be more involved at school? 3)Is there something you wish your family could do more of with your school	Increase Family Engagement opportunities	N/A	80% of students surveyed indicate they feel supported by the school	
Staff Survey	1)What steps do you take to build trusting relationships with each family 2)How do you show families that their voice and perspective are valued 3)How do you ensure all families feel welcome and respected, regardless of background or language	Increase Family Engagement opportunities	N/A	80% of staff surveyed indicate they considered various communication methods, and cultural responsiveness methods to communicate with families. 80% of staff Reflect on inclusivity efforts, language access, and culturally	

				sensitive engagement	
Family Survey	1)What information or tools do you need from the school to better support your child 2)Do you feel welcomed and respected when you visit the school? 3)What kinds of events or opportunities would help your family feel more connected to the school	Increase Family Engagement opportunities	N/A	80% of families surveyed indicate they feel respected when visiting the school. There is an increased participation in family events, cultural celebrations, school opportunities, and parent-teacher meetings.	

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
- x 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 the columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity, OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Rodetick Phoenix	Principal	3/11	4/8	5/13	5/15	5/29	6/3	,6/12,6/16,6/17
BecknerJoseph	Asst. Principal	3/11	4/8	5/13	5/15		6/3	6/10,6/12,6/16,6/17
Erika Berrios	Asst. Principal	3/11	4/8			5/29	6/3	6/10,6/12,6/16,6/17
Mariya Pushkanter	Director of secondary level	3/11	4/8	5/13		5/29	6/3	6/10,6/12,
Nicole Lorenzo	Teacher	3/11	4/8	5/13	5/15	5/29	6/3	6/10,6/12,6/16,6/17
Elise Cacciatore	Teacher	3/11	4/8	5/13	5/15	5/29	6/3	6/12,6/16,6/17

Meghan Moore	Teacher	*3/11*	*4/8*	*5/13*	*5/15*	*5/29*	*6/3*	*6/10,6/12,6/16,6/17*
William Morgan	Parent Coordinator	*3/11*	*4/8*	*5/13*		*5/29*	*6/3*	*6/10,6/12,6/16,*
Amy Manzano	Teacher	*3/11*	*4/8*			*5*		
Sharonrose Consorti	Coach	*3/11*	*4/8*	*5/13*	*5/15*	*5/29*	*6/3*	*6/10,6/12,6/16,6/17*
Rocio Pena	Parent	*3/11*	*4/8*	*5/13*			*6/3*	
Anika Sukhai	Clerical	*3/11*	*4/8*		*5/15*	*5/29*	*6/3*	*6/10*

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.

New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served

School-Level SIG Expenditure Plan

Instructions

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

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

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

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

Evidence-Based Intervention Category

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

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

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

Plan Monitoring and Development

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

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

Budget Code

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

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

Expenses That Go Across Key Strategies

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

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
EL Education PD	Evidence based instructional methods	**40**	
16 Instruction Coach (portion not covered by Coaching for Excellence grant)	Instructional Coaching	15	$9,228
ILT Teacher (20 staff × $48/hr × 40 hrs)	Instructional Coaching	**15**	$45,312

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$54,540

INSTRUCTIONAL KEY STRATEGY 2 | **Professional Learning Communities**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
EL Education PD	Evidence based instructional methods	**40**	
Impact Teams	Evidence based instructional methods	**40**	
Teachers - School Leadership Team (Sept-June)	Professional Learning Communities	**15**	$9,062
Teachers - School Leadership Team (July-August)	Professional Learning Communities	15	$2,605
Conference Travel	Professional Learning Communities	46	$10,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	**$21,667**

INSTRUCTIONAL KEY STRATEGY 3	**Expanding Access to High-Quality Out-of-School-Time Programs**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
EL Education PD	Evidence based instructional methods	**40**	
Extended Learning Program Teachers	Expanding access to high-quality Out-of-School-Time programs	15	$42,480
Extended Learning Program Administrator	Expanding access to high-quality Out-of-School-Time programs	15	$7,523
Extended Learning Program Clerical	Expanding access to high-quality Out-of-School-Time	15	$3,540

Extended Learning Program Security	Expanding access to high-quality Out-of-School-Time programs	15		$14,868
Extended Learning Program Teaching Assistant	Expanding access to high-quality Out-of-School-Time programs	15		$31,860
Extended Learning Program Materials	Expanding access to high-quality Out-of-School-Time programs	45		$36,709

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$136,980

INSTRUCTIONAL KEY STRATEGY 4	Principal Leadership Development

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Principal Stipend	Principal Leadership Development	15	$7,500
Assistant Principal SLT (8 Hours max.)	Principal Leadership Development	15	$2,407
ILT Administrator	Principal Leadership Development	15	$4,012

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$13,919

INSTRUCTIONAL KEY STRATEGY 5	Implementation and Monitoring

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Reserved for additional instructional strategies	To be determined	TBD	$0

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	**$0**

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	**Administrative Support for Implementation**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Host events for family engagement	Community schools	**45**	
BOCES PD		**49**	
SLT Member CSEA (Support Staff)	Other	16	$861

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	**$861**

NON-INSTRUCTIONAL KEY STRATEGY 2	**Additional Support Services**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Reserved for additional non-instructional strategies	*To be determined*	*TBD*	*$0*

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	**$0**

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Plan Monitoring Activities	Plan Monitoring	*TBD*	*$0*
Data Collection and Analysis	Plan Monitoring	*TBD*	*$0*
Progress Reporting	Plan Monitoring	*TBD*	*$0*
Mid-Year Review Meetings	Plan Monitoring	*TBD*	*$0*
Benchmark Assessments	Plan Monitoring	*TBD*	*$0*

TOTAL AMOUNT FOR PLAN MONITORING	$0

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	