



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
West Seneca Central School District	West Middle School	6-8

Collaboratively Developed By:

The West Middle School SCEP Development Team

David Kean - Principal
Robin Schreiner - Math Teacher
Steven Mariglia - School Counselor
Dan Walters - ELA Teacher
Stephenie LeBron - Parent
Andrea Vogel - Parent
Kerri Griffin - ELA Teacher

And in partnership with the staff, students, and families of West 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	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	X
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

Through the student interview process, we learned about students' levels of engagement in the classroom. A number of students specifically mentioned having fewer packets. The curriculum alignment and implementation process will allow for collaboration among teachers in the re-evaluation of instructional practices and bring forth new ideas, strategies, techniques, and practices to make learning more engaging for students.

We also learned that we need more visuals of success. We need to create an environment where students can see their successes, celebrate them, and encourage peers to succeed as well. Students discussed areas where the building could look better, become a place they want to be, and foster a sense of pride. This will encourage students to come to school and be more active participants in their education, including participating in NYS assessments.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The strategies within this plan will positively impact all students, including the identified subgroup of African American students. Curriculum alignment and implementation will be consistent across all grade levels and subgroups. Family communication and outreach will ensure that families of the identified subgroup are not missed or overlooked with communication and outreach efforts.

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Curriculum Alignment and Implementation	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The proficiency rates from NYS ELA and Math Assessments support the need for West Middle to re-evaluate curriculum and instruction. There are gaps in performance and it is evident that standards are not being met in the most effective ways. Proficiency rates have fluctuated over the past three years, but sustained and continuous improvement has not yet been evident. There are also fluctuations in proficiencies across grade levels.</p> <p>The 2024 NYS ELA Assessment proficiency rates for 6th, 7th, and 8th graders were 36%, 33%, and 39% respectively. The 2024 NYS Math Assessment proficiency rates for 6th, 7th, and 8th graders were 48%, 54%, and 34% respectively.</p> <p>These proficiency rates have remained fairly constant from the previous year's results. The 2023 NYS ELA Assessment proficiency rates for 6th, 7th, and 8th graders were 35%, 37%, and 32% respectively. The 2023 NYS Math Assessment proficiency rates for 6th, 7th, and 8th graders were 43%, 56%, and 39% respectively.</p> <p>Work towards curriculum alignment and implementation is already happening at West Middle, but needs to be expanded and refined. All teachers in a</p>

Instructional Key Strategies for Improvement

		given grade level and subject area will follow the same pacing guides and scopes and sequences of content to align with State's suggested breakdown of topics. Focus will also be given to ensuring vertical alignment of curriculum across grade levels. Additional time will need to be spent identifying and addressing priority standards to increase students' levels of understanding.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

How will we do this?

KEY STRATEGY 1	Curriculum Alignment and Implementation
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
Review current pacing guides for grades 6-8 ELA and Math courses		August 2025
Reorder and reorganize the units as needed based on review of current pacing guides		
Compare curriculum to the NYS State Assessment released questions to look for alignment and rigor		August 2025
Create intervention plans and hire interventionists		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Deeper dive into the pacing guides for grades 6-8 ELA and Math courses		January 2026
Construct materials for spiral review		January 2026
Create and adjust Common Formative Assessments for grades 6-8 ELA and Math		January 2026
Review 2025 NYS Assessment Data		January 2026
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?		
Begin evaluation of First Half of the Year implementation items		February 2026
Create and adjust Common Formative Assessments for grades 6-8 ELA and Math		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. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Adjustments to pacing guide and development of intervention plans	Adjustments to the pacing guides were made and intervention plans were developed and ready to be implemented	
Mid-Year Benchmark(s) (outcome data)	iReady Assessments (ELA and Math) Review Common Formative Assessments for ELA and Math Review 2025 NYS Assessment Data	Growth in iReady scores from Fall administration Alignment in construct and results of Common Formative Assessments Alignment of results with the changes made to the pacing guides	
End-of-the Year Targets (outcome data)	iReady Assessments (ELA and Math) Review Common Formative Assessments for ELA and Math	Growth in iReady scores from Fall and Winter administration Alignment in construct and results of Common Formative Assessments	

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.

Instructional Key Strategies for Improvement

	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 scores for ELA and Math	Curriculum alignment and implementation	Growth in iReady scores from Fall administration	
End-of-the Year Targets	iReady scores for ELA and Math	Curriculum alignment and implementation	Growth in iReady scores from Fall and Winter administration	

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	The things I'm learning in school are important to me	Curriculum alignment and implementation	20% strongly agree; 20% agree	Increase strongly agree/agree responses to 50%	
Staff Survey	The programs and resources at this school are adequate to support students' learning	Curriculum alignment and implementation	15% strongly agree; 54% agree	Increase strongly agree/agree responses to 75%	
	The programs and resources at this school are adequate to support students with special needs or disabilities	Curriculum alignment and implementation	22% strongly agree; 48% agree	Increase strongly agree/agree responses to 75%	
Family Survey	The programs and resources at this school are adequate	Curriculum alignment and implementation	18% strongly	Increase strongly agree/agree	

Instructional Key Strategies for Improvement

	to support students with special needs or disabilities		agree; 39% agree	responses to 65%	
	This school sees me as a partner in my child's education	Curriculum alignment and implementation	18% strongly agree; 71% agree	Increase strongly agree responses to 25%	

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**.

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>
Family Communication and Outreach	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Family communication and outreach, especially as it relates to the value of participating in the NYS Assessments, has been identified as an area in need of improvement at West Middle School.</p> <p>Based on Parent Survey Results, 18% of parents Strongly Agreed and 71% Agreed that “The school sees me as a partner in my child’s education.” Furthermore, 11% of parents Strongly Agreed and 75% Agreed that “This school encourages me to be an active partner in educating my child.”</p> <p>100% of Parent respondents Agreed or Strongly Agreed that “Attending school every day is important for my child to do well in his/her classes.” Yet, rates of chronic absenteeism do not reflect the agreement with this value statement. In the 2023-2024 school year, West Middle School had a chronic absenteeism rate of 23%.</p> <p>Participation rates for NYS Assessments are also not as high as desired and part of this is due to parents and families not understanding the value and importance of having their children take these assessments.</p>

Non-Instructional Key Strategies for Improvement

		<p>In 2024, the participation rate for the NYS ELA Assessment at West Middle School was 78% (82% in 6th grade, 82% in 7th grade, and 68% in 8th grade). The participation rate for the 2024 NYS Math Assessment at West Middle School was 68% (74% in 6th grade, 70% in 7th grade, and 39% in 8th grade).</p> <p>Family communication and outreach efforts are already occurring at West Middle School; however, the methods and means of communication need to be expanded and refined to increase the effectiveness of messages about attendance, assessment, and overall student education.</p>
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

(How will we do this?)

KEY STRATEGY 1	Family Communication and Outreach
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
Update communication methods and platforms		August 2025
Revamp orientation/open house content and slides		August 2025
Create letters/flyers educating families about State assessment data to be distributed during orientations and open houses		August 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?
Share State assessment information at orientations and open houses		October 2026
Distribute information to families using updated communication methods and platforms		January 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?
Review refusal rate data		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. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Communication methods and platforms Orientation content/slides Educational letter/flyer	Updates have been made to the communication methods and platforms. Orientation content/slides have been revamped Educational letter/flyer was distributed to families	
Mid-Year Benchmark(s) (outcome data)	Distribution of information using updated communication methods and platforms Distribution of State assessment information at orientations and open houses.	The updated communication methods and platforms are being utilized on a regular basis State assessment information has been distributed and shared with families	
End-of-the Year Targets (outcome data)	Review refusal rates	Decreased refusal rates compared to previous year's refusal rates	

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)

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s)	Student pre/post survey questions about refusal rates and the importance of participating in State Assessments	Family Communication and Outreach	Increase in survey score; students are more educated and knowledgeable about refusal rates and the importance of participating in State Assessments	
End-of-the Year Targets	Review refusal rates	Family Communication and Outreach	Decreased refusal rates compared to previous year's refusal rates	

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	I regularly participate in extracurricular activities offered through this school , such as school clubs and organizations, musical groups, sports teams, student government.	Family Communication and Outreach	40% strongly agree; 0% agree; 40% disagree; 20% strongly disagree	Increase strongly agree/agree responses to 50%.	
Staff Survey	The school communicates with parents in a timely and ongoing basis	Family Communication and Outreach	41% strongly agree; 54% agree	Increase strongly agree responses to 50%	
Family Survey	This school encourages me to be	Family Communication and Outreach	11% strongly	Increase strongly agree	

Non-Instructional Key Strategies for Improvement

	an active partner in educating my child		agree; 75% agree	responses to 20%	
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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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
David Kean	Principal	3/14	3/21	4/29	5/1	5/15	5/21	5/21, 5/28
Robin Schreiner	Math Teacher	3/14	3/21	4/29	5/1	5/15	5/21	5/21, 5/28
Steven Mariglia	School Counselor	3/14	3/21	4/29	5/1	5/15	5/21	5/21, 5/28
Dan Walters	ELA Teacher	3/14	3/21	4/29	5/1	5/15	5/21	5/21, 5/28
Stephenie LeBron	Parent						5/21	5/21, 5/28

Our Team's Process

Andrea Vogel	Parent						5/21	5/21, 5/28
Kerri Griffin	ELA Teacher	3/14	3/21	4/29	5/1	5/15	5/21	5/21, 5/28

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 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.

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

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 2

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

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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 4	
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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

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	
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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
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Development		
	Plan Development		

SIG Expenditure Plan

	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			
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