



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
West Seneca School District	Northwood Elementary	K-5

Collaboratively Developed By:

The **Northwood Elementary** SCEP Development Team
(SCEP Team Members: consider including a list of team members' names here)

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*And in partnership with the staff, students, and families of **Northwood Elementary School**.*

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined at**:

<https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

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

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Students participated in an interview process with the school team and completed a student survey. The data collected from these activities were reviewed and thoughtfully considered during the planning process, informing the development of the key strategies.

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 team has determined that the strategies outlined in this plan will likely enhance all students' performance by utilizing previous school years' data and incorporating feedback from students and parents. The plan prioritizes key areas identified through data analysis and emphasizes evidence-based instructional strategies. Furthermore, there is a deliberate focus on addressing the needs of our subgroups within the plan, ensuring that interventions and support are tailored to meet their specific needs.

Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> XX EXPAND <input type="checkbox"/> XXREFINE	<p>After reviewing schoolwide performance data and disaggregated subgroup data, it was determined that the current MTSS (Multi-Tiered System of Supports) process must be revisited to meet the needs of all students better). Data from the most recent state assessments and i-Ready diagnostics revealed that the black subgroups are underperforming in ELA.</p> <p>Moreover, it is necessary to ensure that all educators speak a common language that aligns with the Next General Learning Standards.</p> <p>While MTSS has been implemented schoolwide, next year, the school will refine the strategy by developing a more targeted intervention process that includes specific language-based skill placement, tracking, professional learning for staff on scaffolded instruction, and improved monitoring of intervention effectiveness.</p>

Implementation

How will we do this?

KEY STRATEGY 1

Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS

BEFORE THE 1 ST DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
We aim to improve instructional outcomes by developing a unified understanding of the academic language embedded in the NYS Next Generation Learning Standards and aligning it to robust, data-informed intervention systems. By deepening teacher knowledge of priority standards and academic vocabulary and refining MTSS structures and AIS practices, the school will ensure that all students—especially those at risk—receive targeted, high-quality instruction and timely interventions. Key steps include:		
<ul style="list-style-type: none"> Revisit the current grade bands where AIS (Academic Intervention Services) is concentrated. Shift focus from Kindergarten to Grades 2–6, ensuring supports are aligned to areas of greatest need. <ul style="list-style-type: none"> Review end-of-year 2025 data to identify skill gaps and growth trends. Ensure continuity between grade levels by examining vertical growth points. 		June - August 2025
<ul style="list-style-type: none"> Strengthen the MTSS framework for intermediate grades using long-term data trends and consistent progress monitoring. <ul style="list-style-type: none"> Analyze longitudinal data and current intervention trends. Clarify responsibilities for progress monitoring. Update or develop a progress monitoring spreadsheet to ensure regular tracking 		June - August 2025
<ul style="list-style-type: none"> Take stock of existing intervention programs and ensure alignment with the science of reading. <ul style="list-style-type: none"> Take inventory of existing tools in use at the school (iReady, Benchmark). Determine who is trained in each specific program or strategy. Explore supplemental instructional strategies (e.g., Jennifer Serravallo's skill-based resources) to target specific student needs. 		June - August 2025
<ul style="list-style-type: none"> With guidance from the district, finalize the Benchmark Reading Assessments that will be used schoolwide. <ul style="list-style-type: none"> Determine which benchmark assessments will be administered and at what intervals. Define protocols/expectations for collecting, analyzing, and discussing data in teams. 		June - August 2025
<ul style="list-style-type: none"> Schedule time for teachers to attend District PD focused on academic vocabulary and priority standards. 		June - August 2025
<ul style="list-style-type: none"> Embed time into the school calendar for continued support and implementation monitoring. <ul style="list-style-type: none"> Prioritize time in grade-level and faculty meetings to discuss interventions and student progress. Use consistent agendas and facilitation tools to ensure focus and alignment. Ensure consistency across teams with agendas and facilitation support. 		June - August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?		

Instructional Key Strategies for Improvement

We will support the effective implementation of the Key Strategy by building teacher capacity, refining instructional practices, and aligning assessments and interventions during the first half of the 2025–2026 school year. Steps include:	
<ul style="list-style-type: none"> ● Guide teachers in effectively using selected benchmark reading assessments to drive instruction and intervention. <ul style="list-style-type: none"> ○ Provide coaching on administering, analyzing, and responding to benchmark data. ○ Explore the use of weekly assessments and conferring strategies. ○ Collaborate with Grade 3 teachers to share best practices for scaffolding assessment processes and ensuring rigor. 	September - October 2025
<ul style="list-style-type: none"> ● Increase teacher knowledge of academic vocabulary aligned with the standards and instructional content. <ul style="list-style-type: none"> ○ Ensure teachers attend the district-led professional development series focused on academic vocabulary and how it supports comprehension and instruction strategies. ○ Provide models and resources that support integration into core instruction and small-group intervention. ○ After Training: <ul style="list-style-type: none"> ■ Provide follow-up sessions with strategies for deepening student engagement with academic language. ■ Highlight ways to embed vocabulary instruction into content-area learning and interventions. 	September - December
<ul style="list-style-type: none"> ● Provide professional learning to support teacher understanding and instructional alignment to grade-level priority standards. <ul style="list-style-type: none"> ○ Ensure teachers attend the district-led professional development sessions focused on unpacking and aligning NYS Next Generation Learning Standards to content and grade bands. ○ Support teachers in identifying academic language demands within each standard. ○ Embed opportunities for collaborative planning across grade bands. ○ After training: <ul style="list-style-type: none"> ■ Facilitate grade band-specific PD to support instructional planning and scaffolding of complex standards. ■ Incorporate classroom walk-throughs and peer collaboration to monitor and support implementation. ■ Use student assessment data to refine instructional focus. 	September - December
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?
We will deepen implementation efforts by reinforcing instructional alignment, increasing assessment literacy, and strengthening the integration of academic vocabulary and standards-based instruction during the second half of the 2025–2026 school year. Steps include:	
<ul style="list-style-type: none"> ● Use ongoing benchmark assessments to monitor student progress and adjust instruction. <ul style="list-style-type: none"> ○ Begin implementation of weekly benchmark reading tests across grade levels. ○ Guide teachers in collaborative data analysis to identify trends, set group/individual goals, and adjust tiered supports. ○ Integrate assessment results into MTSS discussions and instructional planning. 	January - June 2025
<ul style="list-style-type: none"> ● Continue to increase teacher knowledge of academic vocabulary aligned with the standards and instructional content. 	January - June 2025

Instructional Key Strategies for Improvement

<ul style="list-style-type: none"> ○ Ensure teachers attend the district-led professional development series focused on academic vocabulary and how it supports comprehension and instruction strategies. ○ Provide models and resources that support integration into core instruction and small-group intervention. ○ After training: <ul style="list-style-type: none"> ■ Provide follow-up sessions with strategies for deepening student engagement with academic language. ■ Highlight ways to embed vocabulary instruction into content-area learning and interventions. 	
<ul style="list-style-type: none"> ● Continue to provide professional learning to support teacher understanding and instructional alignment to grade-level priority standards. <ul style="list-style-type: none"> ○ Ensure teachers attend the district-led professional development sessions focused on unpacking and aligning NYS Next Generation Learning Standards to content and grade bands. ○ Support teachers in identifying academic language demands within each standard. ○ Embed opportunities for collaborative planning across grade bands ○ After training: <ul style="list-style-type: none"> ■ Facilitate grade band-specific PD to support instructional planning and scaffolding of complex standards. ■ Incorporate classroom walk-throughs and peer collaboration to monitor and support implementation. ■ Use student assessment data to refine instructional focus. 	January - 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. <i>What are our next steps?</i> complete when reviewing data

Instructional Key Strategies for Improvement

Early Progress Milestones December 2025 (implementation/outcome data)	iReady Data AIS Grouping PD Attendance Benchmark Reading Assessments	<ul style="list-style-type: none"> • iReady data has been reviewed and analyzed by grade-level teams. • Skills-based AIS groups are established and aligned to identified student needs. • Professional development has been delivered on academic vocabulary and priority standards. • Teachers have begun using benchmark assessment data to guide instructional planning. 	
Mid-Year Benchmark(s) February 2026 (outcome data)	Benchmark Assessment AIS Groupings Teacher Professional Development	<ul style="list-style-type: none"> • Mid-year benchmark assessments are completed and analyzed. • Adjustments to AIS groupings are made based on progress. • Review of teacher participation in PD and determination of any additional support required. 	
End-of-the Year Targets June 2026 (outcome data)	Progress Monitoring Data Benchmark Reading Data/ iReady Data	<ul style="list-style-type: none"> • Progress monitoring data shows measurable growth for students receiving tiered interventions. • Benchmark and iReady data indicate student gains aligned to priority standards. 	

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 Data	Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	<p>Anticipate observing typical growth rates for all students:</p> <ul style="list-style-type: none"> • Reading: 60% • Math: 50% <p>Aim for proficiency levels among all students to reach:</p> <ul style="list-style-type: none"> • Reading: 50% • Math: 40% <p>Subgroup improvements, targeting:</p> <ul style="list-style-type: none"> • 5% increase in math proficiency • 7.5% increase in reading proficiency 	
End-of-the Year Targets	iReady Data	Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	<p>Anticipate observing typical growth rates for all students:</p> <ul style="list-style-type: none"> • Reading: 80% • Math: 70% <p>Aim for proficiency levels among all students to reach:</p> <ul style="list-style-type: none"> • Reading: 60% • Math: 50% <p>Subgroup improvements, targeting:</p> <ul style="list-style-type: none"> • 15% increase in reading proficiency • 10% increase in math proficiency 	

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	<ul style="list-style-type: none"> I feel comfortable asking my teacher for help when I don't understand something in class. My teacher helps me understand the words and vocabulary we use in reading. I know what I need to work on to become a better reader. 	Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	N/A	85%	
Staff Survey	<ul style="list-style-type: none"> The Benchmark Reading assessments are beneficial in helping me monitor student growth I am confident in using the data from reading assessments to group students for AIS support. Professional development in academic vocabulary and priority standards has improved my instructional practice 	Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	N/A	85%	
Family Survey	<ul style="list-style-type: none"> I am aware of my child's progress in reading and academic skills. I understand how my child is being supported if they need extra help with reading. My child's school informs me about assessments and what they mean for my child's learning. 	Build a Shared Understanding of the Next Generation Learning Standards While Strengthening Tiered Supports Through MTSS and Strategic Use of AIS	N/A	85%	

Instructional Key Strategies for Improvement

	<ul style="list-style-type: none">• I feel comfortable contacting the school with questions about my child's progress.				
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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. 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.
Attendance Monitoring and Incentives	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> XXEXPAND <input type="checkbox"/> XXREFINE	<p>Based on our needs assessment, we identified that attendance among our identified subgroups is consistently lower than that of the total school population. This impacts access to instruction and contributes to gaps in academic achievement. Additionally, subgroup performance on reading benchmarks and diagnostic assessments (e.g., i-Ready) revealed that students are not meeting grade-level expectations, particularly in Reading.</p>

Implementation

(How will we do this?)

KEY STRATEGY 1

Attendance Monitoring and Incentives

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?
We will establish clear communication, systems, and incentives to proactively improve student attendance and engagement—particularly for identified subgroups—prior to the start of the 2025–2026 school year. Steps include:	
<ul style="list-style-type: none"> Send home a clear, family-friendly attendance letter outlining the importance of consistent attendance and the new procedures for tracking and supporting it. <ul style="list-style-type: none"> Draft and translate (if necessary) the letter for accessibility. Include school expectations, key contacts, and how parents will be notified of concerns. 	June - August 2025
<ul style="list-style-type: none"> Determine meaningful, age-appropriate incentives to celebrate and reinforce strong attendance. <ul style="list-style-type: none"> Engage staff and student input to identify motivating incentives (e.g., recognition, certificates, classroom rewards). Calendar monthly or quarterly celebrations tied to attendance milestones 	June August 2025
<ul style="list-style-type: none"> Finalize attendance definitions, thresholds, and how data will be monitored and reported. <ul style="list-style-type: none"> Work with BOCES to establish a process for pulling attendance data and applying it to school-defined formulas. Develop a shared dashboard or spreadsheet to track subgroup attendance patterns. 	June August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
To improve attendance outcomes during the first half of the school year, we will establish effective communication systems, automate parent notifications, and implement incentives and progress monitoring.	September - December 2025
<ul style="list-style-type: none"> Collaborate with the district's technology and social work departments to explore digital tools (e.g., SchoolMessenger, PowerSchool, and other apps) that can automate parent "nudges" based on attendance data. <ul style="list-style-type: none"> Identify available platforms and their capabilities. Work with IT to program attendance thresholds and notification triggers. 	September - December 2025
Determine if standardized procedures for informing families about attendance concerns and supports need to be revised based on the new attendance process.	September - December 2025
<ul style="list-style-type: none"> Clarify thresholds that trigger each level of response (letter, call, home visit, etc.). Train office staff and the attendance team on the changes made. 	September - December 2025
<ul style="list-style-type: none"> Begin implementation of the schoolwide attendance incentive plan. <ul style="list-style-type: none"> Promote the program to students and families. Celebrate and publicly acknowledge attendance achievements monthly or quarterly 	September - December 2025
<ul style="list-style-type: none"> Use attendance data to monitor progress and identify trends by subgroup. <ul style="list-style-type: none"> Conduct monthly data reviews during leadership or attendance team meetings 	September - December 2025

Non-Instructional Key Strategies for Improvement

SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?		
We will monitor progress, refine strategies, and sustain momentum through data analysis, program adjustments, and continued communication efforts.		
<ul style="list-style-type: none"> Conduct a mid-year review of attendance data to assess overall trends, subgroup patterns, and the impact of interventions. <ul style="list-style-type: none"> Disaggregate data by grade level, subgroup, and intervention level. Use findings to identify students needing additional support. Share insights with leadership and attendance teams to guide decision-making. 		January - June 2025
<ul style="list-style-type: none"> Reflect on the effectiveness of the current incentive structures and make necessary adjustments to improve engagement and impact. <ul style="list-style-type: none"> Gather feedback from students, families, and staff. Modify rewards, frequency, or recognition methods as needed. Re-launch with renewed visibility and encouragement for the second half of the year. 		January - 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. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones December 2025 (implementation/outcome data)	Attendance Data	93% average daily attendance Communication systems are in place and consistently used to notify families. Attendance incentives have been launched and promoted schoolwide	
Mid-Year Benchmark(s) February 2026 (outcome data)	Number of students recognized for perfect attendance	At least 500 students are recognized for perfect attendance	
End-of-the Year Targets June 2026 (outcome data)	Number of students recognized for perfect attendance	At least 700 students are recognized for perfect attendance.	

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) February 2026	Attendance Data	Attendance Monitoring and Incentives	93% average daily attendance schoolwide Subgroups show measurable progress in subgroup attendance compared to the Fall baseline Incentive programs fully implemented	
End-of-the Year Targets June 2026	Attendance Data	Attendance Monitoring and Incentives	94% average daily attendance schoolwide Continued increase in the subgroup attendance, approaching or exceeding the schoolwide average	

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	<ul style="list-style-type: none"> I enjoy coming to school. I have been recognized for good or perfect attendance this year. Adults at school notice when I am present every day 	Attendance Monitoring and Incentives	N/A	85%	
Staff Survey	<ul style="list-style-type: none"> I have seen an improvement in classroom attendance this year. I reach out to students or their families when they are absent. I feel supported by the school's attendance team in addressing chronic absenteeism. 	Attendance Monitoring and Incentives	N/A	85%	
Family Survey	<ul style="list-style-type: none"> The school provides resources or support when I have trouble getting my child to school. 	Attendance Monitoring and Incentives	N/A	85%	

Non-Instructional Key Strategies for Improvement

	<ul style="list-style-type: none">● Transportation to and from school is easy for my family.● Illness often prevents my child from attending school.● I feel comfortable contacting the school when my child is going to be absent.				
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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 enti on to Sch ool Tea ms (re qui red for ne w TSI)	An aly ze: Dat a Var iati on Ide ntif icat ion	An aly ze: Dat a Var iati on Sha re and Exp lor e	An aly ze: Sur vey Dat a	List en: Stu de nt Int erv iew s	Env isio n: Ref lect and Syn the size	Pla n Wri tin g and Re visi on
<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>
Angela Ferri	Principal	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5

Our Team's Process

Laura Miller	Kindergarten Teacher	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Kayla Croce	School Psychologist	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Chris Thomakos	Reading Teacher	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Lisa Zaccagnino	TOSA	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Cindy Inglut	Math AIS	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Brenna Fitzpatrick	Social Worker	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Mary McPherson	Parent	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Janine Zicarelli	Parent	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Nora O'Bryan	District Office	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5
Robyn Brady	District Office	6/4/2 5	6/4/2 5	6/4/2 5	6/4/2 5	5/25	6/5/2 5	6/5/2 5

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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