New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Troy CSD	Carroll Hill Elementary School	K-5

Collaboratively Developed By:
The Carroll Hill Elementary School SCEP Development Team **Sabina Dinardo, Erika Jurewicz, Kara Zimmerman, Janna Spadoni, Elizabeth Carcich, Hayley Crouth, Julia Halburian, Mary Zakarka, Tayler Flowers, Jessica Cartwright, Elizabeth Neese, Betsey Franz, Allison DiScanio, Taylor Wiley, Eliza Stewart, Emmalee Olszewski** *And in partnership with the staff, students, and families of Carroll Hill 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)	
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

After analyzing student responses from the CHS Student Interviews, our Building Leadership Team (BLT) shared their noticings and wonderings. Through this conversation, the BLT was able to identify trends across all grade levels (K-5). Next, the BLT ensured that these trends were being addressed in our 2025-2026 SCEP Commitments and strategies. The BLT feels confident that our 2025-2026 SCEP directly aligns to our student interviews.

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 Building Leadership Team analyzed the DTSDE Survey, Student Interviews, and District Assessments. Through the analysis, the BLT determined the strategies necessary to support the commitments written in the plan. The strategies are designed to address academic rigor, social emotional learning, behavior, relationship building and chronic absenteeism. We believe the implementation of these strategies will result in improved performance for our black students.

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.*
Explicit Differentiated Instruction	☑ NEW ☐ EXPAND ☐ REFINE	According to our iReady Diagnostic results from January 2025, there is a continued need to close gaps to meet grade level proficiency. Results indicated a need for explicit differentiated instruction to address academic needs and continue to build on student strengths. Additionally, after analyzing our DTSDE Survey results, 62.5% of our students stated that our school curriculum is challenging.
Specific Targeted Instructional Feedback	☑ NEW ☐ EXPAND ☐ REFINE	The DTSDE Survey results indicate a need for teacher to student feedback and student to student feedback. Based on our DTSE data, 82% of Carroll Hill families indicated that their children are self-monitoring their progress to keep track of their learning. Additionally, only 73% of our Black or African American families agreed that students are self-monitoring and keeping track of their learning. This data indicates a need for specific targeted instructional feedback which will allow students to speak to their on-going progress monitoring and goals with their families.

Implementation

How will we do this?

KEY STRATEGY 1	Explicit Differentiated Instruction

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?
PD on "The What, the Why, and the How" of Explicit Differentiated Instruction ● Clear explanation of explicit differentiated instruction ● Modeling steps with clear explanations ● Using student data to determine differentiated instruction ie: iReady, Equip, Zearn ● CHS Explicit Differentiation Protocol introduced	Aug PD Days and Opening Days PD

Professional Development on NYS Next Gen Learning Standards
 ● Horizontal alignment of Tier 1 instruction
 ● Vertical alignment
    ○ Snapshot of NYS Next Gen Learning Standards from grade levels above and below
    ○ Toolkit of resources to support prior skills
       ■ ie: strategies and how to teach into strategies
 ● Unpacking units/module with connection to NYS Next Gen Learning Standards
 ● Create list of NYS Next Gen Learning Standards covered by curriculum/versus responsibility of what we need to supplement
    ○ ie: Poetry in Grade 4
	Aug PD Days and Opening Days PD

Professional Development on Morphology Instruction ● Refresher on morphology instruction ● Create a scope and sequence for morphology instruction for 25-26 and 26-27 school year	Aug PD Days and Opening Days PD
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 guidelines for appropriate protocol for explicit differentiated instruction	September/ October 2025
Provide professional development to support ongoing implementation of vertical alignment of NYS Next Gen Standards ● Grade level meetings ● Faculty meetings ● DFS meetings	Ongoing throughout the 2025-2026 school year
Provide opportunities for practice of explicit differentiated instruction	End of 1st Trimester
Implement Morphology Unit Plan ● Reflect on morphology unit plan ● Make changes if needed	End of January 2026
Build digital libraries throughout the year that align with units ● Science topics ● Social Studies topics	Ongoing throughout the 2025-2026 school year
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?
Reflection of explicit differentiated instruction and vertical alignment of NYS Next Gen Standards ● Grade level meetings	Ongoing throughout the

• Faculty meetings • DFS meetings	2025-2026 school year
Reflection on Morphology Unit Plan	Ongoing throughout the 2025-2026 school year
Build digital libraries throughout the year that align with units • Science topics • Social Studies topics	Ongoing throughout the 2025-2026 school year

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)	Trimester 1 Staff Survey	80% of staff will have implemented explicit differentiated instruction	
Mid-Year Benchmark(s) (outcome data)	iReady Diagnostic Growth	60% of our students will make typical growth on the January iReady Diagnostic	
End-of-the Year Targets (outcome data)	iReady Diagnostic Growth	65% of our students will make typical growth on the June iReady Diagnostic	

KEY STRATEGY 2	Specific Targeted Instructional Feedback

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?
Create and implement PD for all staff on how to give effective feedback to students ● What is feedback ● When is feedback appropriate to be given ● Examples of specific feedback in all subjects/across the day ● Verbal vs. written feedback ● Tools and resources to support feedback	End of August 2025
Refine protocol for data binders and student-led conferences ● Student Data Binder Content ● MTSS student tracking component ● Align grade level student-led conference scripts	End of August 2025
Create and implement PD on how to implement and model SEL feedback strategies into daily practices ● Create mini lessons for staff to implement about giving feedback 　○ Provide staff with visuals for students ● Provide staff with examples and resources of SEL strategies	End of 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?
Deliver lessons to all students on feedback ● Create lessons to be delivered during community block on feedback	End of first trimester
Students will practice providing feedback to others ● Role play during community block to practice giving feedback ● Curriculum Celebrations	End of first trimester, and ongoing throughout the 2025-2026 school year
Implementation of targeted feedback by staff ● Teachers and staff will provide written and verbal feedback to students daily ● Utilize student data binders for student-led conferences	End of first trimester
Implementation of student data binders and Student-Led Conferences	Ongoing throughout the school year

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Students ask parents for feedback at student led conferences	End of second trimester
Reflect on students practicing providing feedback to others ● Role play during community block to practice giving feedback ● Curriculum Celebrations	Ongoing throughout the 2025-2026 school year
Reflect on implementation of targeted feedback by staff ● Teachers and staff will provide written and verbal feedback to students daily ● Utilize student data binders for student-led conferences	Ongoing throughout the 2025-2026 school year

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)	Trimester 1 Staff Survey	100% of teachers will have implemented student data binders	
Mid-Year Benchmark(s) (outcome data)	iReady Diagnostic Growth	60% of our students will make typical growth on the January iReady Diagnostic	
End-of-the Year Targets (outcome data)	iReady Diagnostic Growth	65% of our students will make typical growth on the June iReady Diagnostic	

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 Diagnostic Growth	Explicit Differentiated Instruction Specific Targeted Instructional Feedback	60% of our students will make typical growth on the January iReady Diagnostic	
End-of-the Year Targets	iReady Diagnostic Growth	Explicit Differentiated Instruction Specific Targeted Instructional Feedback	65% of our students will make typical growth on the June iReady Diagnostic	

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	Our school curriculum is challenging.	Explicit Differentiated Instruction	62.5%	67%	
Staff Survey	Students say the curriculum is relevant to their interests and backgrounds.	Explicit Differentiated Instruction	74.5%	80%	
Family Survey	My child(ren) are required to self-monitor their progress and keep track of their own learning.	Specific Targeted Instructional Feedback	82.2%	87%	

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.*
Responsive Alignment of SEL Practices	☐ NEW ☑ EXPAND ☐ REFINE	According to the DTSDE Survey, all subgroups indicated that behavior in the classroom gets in the way of learning. During the student interviews, students also spoke about classroom behaviors adversely affecting learning. We will expand our SEL practices to focus on aligning all aspects of our social emotional curriculum, such as Zones of Regulation, Second Step, and Restorative Practices.

Implementation

(How will we do this?)

KEY STRATEGY 1	Responsive Alignment of SEL Practices

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?
Create and Present Behavior Flow Chart (Communication Sheet) PD ● Clear expectations/consequences with all parties on the same page	End of August 2025

Create and Present Tiered Triangle of SEL Support PD	End of August 2025
Create and Present Restorative "Refresher" on Hallway Chats and Problem Solving Circles	End of August 2025
Create and organize aligned SEL skills and timeline - Second Step - Zones of Regulation - Character Education - Restorative - Additional SEL lessons developed by SST - Feedback	End of August 2025
Create Refocus Room Protocol	End of August 2025
Modify and update current SEL curriculum (Zones Curriculum and additional lessons)	End of 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?
Implementation of Restorative Practices - Hallway Chats - Community Circle - Problem Solving Circles; provide scripts - Treatment Agreement - Refocus Room - communication form - Behavior Flow Chart	September 2025, and ongoing throughout the 2025-2026 school year
Provide teachers with student code of conduct and behavior flow chart to review with class - Utilize when creating Treatment Agreement - Incorporate into Community Circle	September 2025
Implementation of Relationship Building Strategies with Students - Cool Kid 2x10	September 2025, and ongoing throughout the 2025-2026 school year
Create and present timeline of SEL skills - Monthly character trait - Second Step Curriculum	September 2025, and ongoing throughout the 2025-2026 school year
Implement Character Education curriculum and school wide monthly assemblies aligned to monthly sel skills - Community Circle questions - Sentence prompts that align with sel timeline skills	September 2025, and ongoing throughout the 2025-2026 school year
Implementation of Schoolwide SEL Curriculum - Second Step Curriculum taught by SST - Zones of Regulation / Zen Zone Usage - Monthly Character Education Program - Supplemental lessons - Feedback	October 2025, and ongoing throughout the 2025-2026 school year

● Character Trait of the Month
  ○ Community Circle Questions
    ■ Sentence Prompts	

Implementation of Relationship Building Strategies with Families ● SEL Monthly Newsletter (SST, Restorative Practice Committee, Character Ed Committee) ● 2x10 follow-up with families via Parent Square/Family Phone Call/Note ● Cool Kid family component	October 2025, and ongoing throughout the 2025-2026 school year
Using SEL timeline to inform grade level meeting focus ● Highlight monthly skills	October 2025, and ongoing throughout the 2025-2026 school year
Support of Rebekah Magin on implementation of Tier 1 coping skills and 2x10	October 2025, and ongoing throughout the 2025-2026 school year
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?
Assess and modify SEL practices as needed	Ongoing throughout the 2025-2026 school year
Assess and modify refocus room protocols and resources	Ongoing throughout the 2025-2026 school year
Implementation of Relationship Building Strategies with Families ● SEL Monthly Newsletter (SST, Restorative Practice Committee, Character Ed Committee) ● 2x10 follow-up with families via Parent Square/Family Phone Call/Note ● Cool Kid family component	January 2026, and ongoing throughout the 2025-2026 school year
Implementation of Relationship Building Strategies with Students ● Cool Kid ● 2x10	January 2026, and ongoing throughout the 2025-2026 school year
Support of Rebekah Magin on implementation of Tier 1 coping skills and 2x10	January 2026, and ongoing throughout the 2025-2026 school year
Implement Character Education curriculum and school wide monthly assemblies aligned to monthly sel skills ● Community Circle questions ● Sentence prompts that align with sel timeline skills	January 2026, and ongoing throughout the 2025-2026 school year

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)	Trimester 1 Staff Survey	100% of staff will implement 2x10 and Cool Kid Relationship Building Strategies	
Mid-Year Benchmark(s) (outcome data)	Referral Data	Referral Data will decrease 5% from January 2025.	
End-of-the Year Targets (outcome data)	Referral Data	Referral Data will decrease 5% from June 2025.	

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)	Referral Data	Responsive Alignment of SEL Practices	Referral Data will decrease 5% from January 2025.	
End-of-the Year Targets	Referral Data	Responsive Alignment of SEL Practices	Referral Data will decrease 5% from June 2025.	

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	Students use appropriate behavior	Responsive Alignment of SEL Practices	25.8%	31%	

	throughout classroom instruction.				
Staff Survey	Students use appropriate behavior throughout classroom instruction.	Responsive Alignment of SEL Practices	40.7%	46%	
Family Survey	Students say that staff show bias towards particular students groups.	Responsive Alignment of SEL Practices	29.3%	34%	

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	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
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Sabina Dinardo	Principal	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Erika Jurewicz	Instructional Coach	3/26	3/26					
Kara Zimmerman	Instructional Coach	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/20, 5/29	5/21	5/28, 5/29, 6/2
Hayley Crouth	Special Education Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Julia Halburian	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Mary Zakarka	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2

Emmalee Olszewski	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Eliza Stewart	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Betsey Franz	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Allison DiScanio	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Janna Spadoni	Speech Therapist	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Beth Carcich	Social Worker	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Tayler Flowers	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Taylor Wiley	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Jessica Cartwright	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Elizabeth Neese	Classroom Teacher	3/26	3/26, 4/8	4/8, 5/6, 5/21	5/6, 5/21	5/29	5/21	5/28, 5/29, 6/2
Abigail Escobales	Parent						5/21	6/3/25

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.

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	Explicit Differentiated Instruction

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Book Study ie: Explicit Instruction by Anita Archer	Evidence-Based Instructional Methods	**45-Materials and supplies**	$750
Learning Forward Conference	Ongoing Job-Embedded Professional Development Evidence-Based Instructional Methods	**40-Contractual** **46-Travel**	$14,060 $11,300
Supplies to support explicit differentiated instruction	High-Quality Instructional Materials	**45-Materials and Supplies**	$4600
CHS Faculty and Staff Summer Professional Development Days	Ongoing Job-Embedded Professional Development	**15-Professional Staff** **80-Benefits**	$29,700 $6,930
The Writing Strategies Book and Reading Strategies 2.0 (Spiral and Comp Charts	Evidence-Based Instructional Methods link: https://www.heinemann.c	**45-Materials and Supplies**	$1500

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Bundle) by Jennifer Seravello	om/products/1873720.aspx		

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 2	Specific Targeted Instructional Feedback

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Book Study: *Visible Learning Feedback* by John Hattie and Shirley Clarke (36.99 per copy)	Evidence-Based Instructional Methods	**45-Materials and Supplies**	$1,110
Supplies to support specific targeted instructional feedback	High-Quality Instructional Materials	**45-Materials and Supplies**	$2,300
Book Study: *On your Feet Guide to Visible Learning: Student-Teachers Feedback* by John Hattie and Shirley Clarke (14.99 per copy)	Evidence-Based Instructional Methods	**45-Materials and Supplies**	$450

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Responsive Alignment of SEL Practices

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SEL Support by Rebekah Magin	Ongoing Job-Embedded Professional Development	**Other funding sources**	
Restorative Practice Support by Lori Dicarlo	Restorative Practices	**Other funding sources**	
Supplies to support responsive alignment of SEL practices	High-Quality Instructional Materials	**45-Materials and Supplies**	$2300

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		
	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	