



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Troy City School District	School 18	K-5

Collaboratively Developed By:

The School 18 SCEP Development Team
(SCEP Team Members: Virginia DonVito-MacPhee, Laurin Thorud, Madeline Ragosta, Bianca Valente, Kari Testo, Deanna Clark, Samantha Brown, Autumn Davis, Madeline Benevento, Sophia Hannigan, Melanie Joseph-Floyd, and Jamell Thomas Sr.)

And in partnership with the staff, students, and families of School 18.

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 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	x
High-Quality Instructional Materials	x
High-Quality Tutoring	x
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	x
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	x
Ongoing Job-Embedded Professional Development	x
Principal Leadership Development	x
Professional Learning Communities	x
Restorative Practices	x

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Student responses were highly informative and helped us develop our key strategies. Students indicate that student behavior interferes with their learning, and they would like adult interventions. As a result, we are continuing with restorative circles and incentives to support positive behavior and expanding beyond the classroom with a school-wide incentive system. Students have expressed the desire for more feedback from teachers. Differentiated small group instruction will provide more frequent opportunities for specific feedback to be given.

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.

These key strategies will help all students improve their academic and social performance. Our data shows our identified subgroup, black students, will benefit from differentiated instruction, tracking their progress, receiving targeted feedback from their teachers, and supplemental tutoring.

Our second key strategy, designed for all students, will also benefit our subgroup as they build social-emotional skills through Restorative Practices, mentoring, and Zones of Regulation. We are also partnering with My Brother's Keeper, which provides weekly sessions for our subgroup of boys as well.

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.
Provide all students with targeted differentiated Instruction	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	As a result of our vision statement, we must ensure each child receives a high-quality gap-closing education. We reviewed the academic data, specifically the Fountas & Pinnell Benchmark Assessment of our students, and we have found that approximately 123/180 68% Jan. 25 data of our students are on grade level, leaving approximately 32 % behind one grade level or more. We seek to have 72% of our students at grade level in reading by the end of the 25-26 school year.
	<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?

Instructional Key Strategies for Improvement

KEY STRATEGY 1	Provide all students with targeted 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?	
Share student Building Multiple Measure Index (MMI) data with next year's teachers	8/2025
Vertical alignment meeting to discuss student learning styles	8/2025
Strategically creating a mastery schedule to maximize instructional support	8/2025
Training for teachers to lead student-led conferences	8/2025
Creating student data binders	8/2025
Committee meeting during the summer for " Building leadership team, Attendance, MTSS, PBIS	8/2025
One summer staff PD day	8/2025
Standards-Based Science Alignment to Resources	8/2025
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?	
Data Feedback Strategy (DFS) works with the Fall benchmark assessments to inform instruction and create student groupings	10/31/2025
Instructional Coaching cycles around small group instruction based on data from grade-level assessments, then creates differentiated lessons to meet student needs.	9/2025-1/2026
Ongoing DFS meetings to inform instruction and adjust student groupings	9/2025-1/2026
Continuously monitoring student progress toward grade-level proficiency	9/2025-1/2026
Students will receive feedback from teachers and will track their progress toward goals in their data binders	9/2025-1/2026
Teachers will capture student progress in the Building Multiple Measure Index (MMI)	9/2025-1/2026
Implement Standards-Based Science Alignment	9/2025-1/2026
Targeted after-school tutoring	9/2025-1/2026
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?	
Data Feedback Strategy DFS winter benchmark assessments to inform instruction and adjust student groupings	1/2026-6/2026
Coaching cycles around small group instruction based on data from grade-level assessments, then creates differentiated lessons to meet student needs.	1/2026-6/2026
Ongoing Data Feedback Strategy DFS meetings to inform instruction and adjust student groupings	1/2026-6/2026
Continuously monitoring student progress towards grade-level proficiency	1/2026-6/2026
Conducting student-led conferences	1/2026-6/2026
Students will receive feedback from teachers and will track their progress toward goals in their data binders	1/2026-6/2026
Teachers will capture student progress in the Building Multiple Measure Index (MMI)	1/2026-6/2026

Instructional Key Strategies for Improvement

Targeted after-school tutoring	1/2026-6/2026
Implement Standards-Based Science Alignment	1/2026-6/2026

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>
<p>Early Progress Milestones (implementation/outcome data)</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● iReady Diagnostic ● iReady Standards Mastery ● Snap Words ● Phonics Decoding ● Phonological Awareness ● UFLI Foundations Phonics Resource ● Math Module assessments 	<p>Individual scores to form intervention and instructional groups in ELA and math.</p>	

Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● iReady Diagnostic ● iReady Standards Mastery ● Snap Words ● Phonics Decoding ● Phonological Awareness ● UFLI Fountations Phonics Resource ● Math Module assessments 	<p>The equivalency to a half year’s growth on iReady, and F & P measurement scales.</p>	
<p>End-of-the Year Targets (outcome data)</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● iReady Diagnostic ● iReady Standards Mastery ● Snap Words ● Phonics Decoding ● Phonological Awareness ● UFLI Fountations Phonics Resource ● Math Module assessments ● Students Grade 3,4,5 NYS Assessments scores 	<p>The equivalency to year’s growth on iReady, and F & P measurement scales, and increased numbers of students performing at levels 3 and 4 on NYS Assessments, with decreased numbers of students performing at levels 2 and 1.</p>	

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● iReady Diagnostic ● iReady Standards Mastery ● Snap Words ● Phonics Decoding ● Phonological Awareness ● UFLI Foundations Phonics Resource ● Math Module assessments 	Key Strategy 1	For students to make progress and increase students' performance levels.	

Instructional Key Strategies for Improvement

<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmark Assessment ● iReady Diagnostic ● iReady Standards Mastery ● Snap Words ● Phonics Decoding ● Phonological Awareness ● UFLI Foundations Phonics Resource ● Math Module assessments 	<p>Key Strategy 1</p>	<p>For students to make progress and increase students' performance levels.</p>	
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Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>Corresponding Key Strategies</p>	<p>2024-25 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing: <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>C14. We receive specific feedback from our teachers on the tests/assessments we take.</p>	<p>Differentiated Instruction, feedback provided to students.</p>	<p>74%</p>	<p>85%</p>	
<p>Staff Survey</p>	<p>T45. Students in this school have strategies to track their own learning.</p>	<p>Student data binders.</p>	<p>92%</p>	<p>95%</p>	

Instructional Key Strategies for Improvement

Family Survey	T.30- My child(ren) are required to self-monitor their progress and keep track of their own learning.	Student data binders and student-led conferences.	81%	90%	

Non-Instructional Key Strategies for Improvement

Key Strategies

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

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

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<p>Students will build social emotional skills through Restorative Practices, mentoring, and through Zones of Regulation</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Learning is multidimensional, contextual, and relational, and our students' social-emotional health impacts their academic progress and success. The adults in the school setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions. Our students, families, and staff strive to strengthen our school culture through the methods listed below.</p> <p>Our data from student behavior referrals, survey results, and student attendance rates indicate the importance of continuing our professional development in social-emotional health and building positive relationships with students and families.</p> <p>In 2022-23, we had 197 referrals.</p> <p>In 2023-24, we had 137 referrals.</p>

Non-Instructional Key Strategies for Improvement

		<p>In 2024-25, we had 226 referrals, 10% of our students broke the code of conduct. (34 students generated 226 referrals.)</p> <p>Historical data: 2021-22 19 days of OSS, 2022-23 11.5 days of OSS, 2023-24 6 days of OSS</p> <p>2024-25 19.5 days of OSS (8 students)</p>

Implementation

(How will we do this?)

KEY STRATEGY 1	Students will build social emotional skills through Restorative Practices, mentoring, and through Zones of Regulation
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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?
Continuing the Stronger Connections Mentor Program, which will meet with parents and students prior to the start of the school year	08/2025
The Community Outreach Coordinator/Family Advocate/Family Outreach Liaison will meet with parents before the start of the school year	08/2025
Create the Positive Behavior Incentive System (PBIS) awards and develop theme assemblies based on Character Education	08/2025
Restorative Circle Training	08/2025
Create a school-wide incentive system that will be used by all staff in the building and within each classroom	08/2025
Create an incentivized attendance system	08/2025
Zones of regulation are posted for students and adult reference. (for new staff)	08/2025
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?
At the beginning of each Unit, a form/communication tool will be sent home by teachers to families, outlining upcoming skills and concepts.	09-2025-01-2026
End of unit celebrations for ELA and Math. Parents will be invited twice per year	09-2025-01-2026
All students will track their daily attendance and keep it in their data binders.	09-2025-01-2026
Every class will begin each day with restorative circles	09-2025-01-2026
Each Stronger Connection Mentor will be regularly meeting with students and parents to discuss progress toward their individual goals.	09-2025-01-2026
Continue with K-5 Second Step lessons taught by a Social Worker and Guidance Counselor	09-2025-01-2026

Non-Instructional Key Strategies for Improvement

Continue to have Rebekah Magin work with our students and teachers on mindfulness	09-2025-01-2026
Zones of regulation are posted for students and adult reference, and are introduced	09-2025-01-2026
Community Outreach Coordinator/Family Advocate/Family Outreach Liaison will organize events and meetings	09-2025-01-2026
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?
Communication with family. At the beginning of each new Unit, a form/communication tool will be sent home by teachers to families, outlining upcoming skills and concepts. New unit outline of upcoming skills and concepts.(To include online resources)	01/2026-06/2026
End of unit celebrations for ELA and Math	01/2026-06/2026
All students will track their daily attendance and keep it in their data binders.	01/2026-06/2026
Each class will begin each day with restorative circles	01/2026-06/2026
Each Stronger Connection Mentor will be regularly meeting with students and parents to discuss progress toward their individual goals.	01/2026-06/2026
Continue with K-5 Second Step lessons taught by a Social Worker and Guidance Counselor	01/2026-06/2026
Continue to have Rebekah Magin work with our students and teachers on mindfulness	01/2026-06/2026
Zones of regulation are posted for students and adult reference	01/2026-06/2026
Community Outreach Coordinator/Family Advocate/Family Outreach Liaison will organize events and meetings	01/2026-06/2026

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>

Non-Instructional Key Strategies for Improvement

<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Attendance Data Discipline Data Stronger Connections Data</p>	<p>Attendance data will show improvement. The mentor has made at least two contacts with each mentee and family. As a result of the focus group discussion, families will feel more connected to other families and the school community. This will be measured through the Data Triangle Survey benchmarks. Behavioral referrals will decline, indicating that PBIS is effective.</p>	
<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Attendance Data Discipline Data Stronger Connections Data</p>	<p>Improved student attendance Decline in discipline referrals Consistent meetings with targeted students. Stronger Connection Student Survey given in the Spring.</p>	
<p>End-of-the Year Targets (outcome data)</p>	<p>Attendance Data Discipline Data Stronger Connections Data</p>	<p>Improved student attendance Decline in discipline referrals Consistent meetings with targeted students. Stronger Connection Student Survey given in the Spring.</p>	

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Attendance Discipline Stronger Connections Data	Increase student attendance Improve student behavior. Increase	Progress	
End-of-the Year Targets	Attendance Discipline Stronger Connections Data	Increase student attendance Improve student behavior. Increase	Progress	

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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing: <i>(complete once Spring survey results are available)</i>
Student Survey	08. Student behavior interferes with learning.	Increase student attendance Improve student behavior. Increase	85%	60%	
Staff Survey	08. Student behavior interferes with learning.	Increase student attendance	55%	35%	

Non-Instructional Key Strategies for Improvement

Family Survey	08. Student behavior interferes with learning.	Increase student attendance Improve student behavior. Increase	49%	25%	

Non-Instructional Key Strategies for Improvement

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	Orient ation to School Teams (requir ed for new 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: Ref lect and Syn the size	Pla n Wri ting and Rev isio n
<i>Virginia DonVito-MacPhee</i>	<i>Principal</i>	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Laurin Thorud	Psychologist	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Madeline Ragosta	Social Worker	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Bianca Valente	Principal's Assistant	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Kari Testo	Instructional Coach	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Deanna Clark	Instructional Coach	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3

Our Team's Process

Samantha Brown	Special Education Teacher	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Autumn Davis	Classroom Teacher	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Madeline Benevento	Classroom Teacher	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Sophia Hannigan	Classroom Teacher	3/25	3/28	3/31	4/2	4/22/23	4/25	5/22 6/2, 6/3
Melanie Joseph-Floyd	Parent	3/25			4/2		4/25	5/22 6/2, 6/3
Jamell Thomas Sr.	Parent	3/25			4/2		4/25	5/22 6/2, 6/3

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
Troy City Schools	School 18	K-5

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.

Align High School and College Courses to Increase Post-Secondary Transition Outcomes	Incoming Student Induction Programs and Summer Bridge Programs
Community Schools	Instructional Coaching
Elementary School Looping	Middle School Flexible Scheduling
Establish an Early Warning Intervention and Monitoring System	Multi-Tiered System of Supports – Integrated (MTSS-I)
Evidence-Based Instructional Methods	Ongoing Job-Embedded Professional Development
Expanding access to high-quality Out-of-School-Time programs	Principal Leadership Development
High-Quality Instructional Materials	Professional Learning Communities
High-Quality Tutoring	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

Provide all students with targeted differentiated Instruction

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Monthly monitoring of the SCEP plan by committee members (10) four hrs. per month	Professional Learning Communities	15-Professional Salaries 80- Benefits	\$13,200 \$3,300
Supplies for end-of-unit student assessment	High-Quality Instructional Materials	45- Materials and Supplies	\$5000.
Professional development, one day during the summer, for all staff.	Ongoing Job-Embedded Professional Development	15-Professional Salaries 80- Benefits	\$7920 \$1980
Teachers (3) are paid to be trained in student-led conferences . Then they will turnkey.	Ongoing Job-Embedded Professional Development	15-Professional Salaries 80- Benefits	\$1782 \$446
Conference (10)	Instructional Coaching Principal Leadership Development Ongoing Job-Embedded Professional Development	40-Purchased Services 46-Travel	\$10,000 \$12,500

SIG Expenditure Plan

Restorative practice training (10)	Restorative Practices Professional Learning Communities	15-Professional Salaries 80- Benefits	\$4000 \$1000
After-School Academic Tutoring	High-Quality Tutoring	Other Funding Source	0

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$61,128

INSTRUCTIONAL KEY STRATEGY 2

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 3

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 4

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 5

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Students will build social emotional skills through Restorative Practices, mentoring, and through Zones of Regulation
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Guest speakers/programs for monthly character education/PBIS assemblies (6)	Restorative Practices	40-Purchased Services	\$1,500
Community and Family Outreach Coordinator	Expanding access to high-quality Out-of-School-Time programs	15- Professional Salaries 80- Benefits	\$3000 \$750
Stronger Connection Mentors	Expanding access to high-quality Out-of-School-Time programs	Other Funding Source	0
Family Engagement Event Funding (6)	High-Quality Instructional Materials	45- Materials and Supplies	\$ 1,800
Character Trait Read Aloud Books	High-Quality Instructional Materials	45- Materials and Supplies	\$6,822

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY **\$13,872**

SIG Expenditure Plan

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		

TOTAL AMOUNT FOR PLAN MONITORING

2026-27 Plan Development Expenses

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

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT