



School Comprehensive Education Plan 2025-26

| District | School Name | Grades Served |
|-----------------------------|-------------------------------|---------------|
| Hudson City School District | M. C. Smith Elementary School | PreK-5 |

| Collaboratively Developed By: |
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| <p>The M. C. Smith Elementary School SCEP Development Team</p> <p>Mark Brenneman, Jill Hanley, Kimberly Cruger, Allison Hagner, Lynn Clark, Robyn Smith, Kristn Plaia, Colleen Pitts</p> <p><i>And in partnership with the staff, students, and families of M. C. Smith Elementary School.</i></p> <p><i>The team meets</i> 2nd Monday of the Month from 3:15 - 4:30 (If it falls on a day off it moves to the next week)</p> |

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

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

The student interview process informed the team's plan by highlighting what we were doing well and what needed improvement. Students over all felt welcomed, enjoyed themselves while here in school, and liked their teachers. They felt they needed more support when it came to interpersonal interactions with peers and bullying situations; mostly on the playground and cafeteria. This guided us to include more socio-emotional learning lessons throughout the year and we brought in an anti-bully presenter. Our SEL program is also featured daily on our video announcements and is utilized daily during morning meetings, as well as throughout the course of the day.

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. Part of the team's plan is to incorporate topics of concern at bi-weekly, building-wide PLCs. There, topics of incorporating daily writing, small group reading instruction, and data analysis would be discussed. In particular, monthly discussions regarding the identified population's (in our case, Hispanic ELA) data would be analyzed more closely. These focused conversations would bring to light any issues occurring in real time and would give teachers time to implement interventions to address the concerns brought forth by the data. Our commitment to incorporating our RULER program for socio-emotional development gives the entire school population visuals, vocabulary, and common lessons to be able to identify and advocate for any socio-emotional issues that arise individually. The common lessons, especially through morning meetings, will allow teachers to monitor the student responses and advocate for any issues that arise. Our dedication to increasing attendance has brought to light the families that need support with student attendance. Using family support plans and periodic attendance incentives for students has helped bring awareness to attendance and motivate students and families to prioritize attendance. We also plan to incorporate more family-oriented events targeting our Hispanic and attendance-challenged populations.

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> |
|---|---|---|
| 1. Focusing on increasing attendance across the building. | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Students need to be in class for instruction to continue to grow. |
| 2. Bi-weekly PLC meetings among all grade levels; ELA coaching meetings; Data meetings triannually, monthly MTSS meetings, and individualize MTSS meetings as needed. | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Continue to align teaching and problem-solving among teacher groups. |
| 3. Improving writing by committing to at least 15 minutes a day in all grades K-5 and expecting students to read each night at home and daily in class. | <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | We added reading every night to align with research on the impact on student achievement of reading regularly. |
| 4. Increasing community involvement | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | We currently have a program utilizing community members as reading partners with students during their lunch and recess times. We are continuing this program. We also have increased the number of community partnerships committed to hosting informational tables at our Back to School nights and Report Card conference nights. Our Associate Principal also reaches out to community programs to assist with events at school such as; Earth Day, workshops, and informational assemblies for our students. |
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Implementation

How will we do this?

Instructional Key Strategies for Improvement

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| KEY STRATEGY 1 | By concentrating on attendance, we are fostering relationships with adults and students to ensure that students feel they have advocates and are supported. This key strategy will also weave in an increase in motivation and engagement. |
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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? |
|--|--|-----------------------------|
| 1. Weekly attendance meetings will be established and a rolling agenda prepared to target attendance concerns. | | 9/2/25 |
| 2. A calendar of meetings; PLC, MTSS, ELA, and Data will be scheduled and shared out with faculty and staff. | | 9/2/25 |
| 3. Plans to adopt and implement reading each night with a family member or a member from an after school club. | | 9/2/25 |
| 4. Internal student events will be scheduled to develop a sense of community and unity through our PBIS team. Community events such as report card conferences, concerts, and shows will be scheduled and shared out with the faculty. | | 8/31/25 |
| 5. Other community events; including cultural events, literacy and math events will be discussed by the SCEP team and PBIS teams. If possible events will be scheduled and shared out with staff. | | 8/31/25 |
| 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? |
| WeWeweWeOUrOur | | |
| Our school-wide Attendance committee meets weekly to discuss chronic tardies and absences. From that meeting, our members or our Attendance Liaison will make contact with the family. If attendance continues to be an issue, a Family Success Plan will be developed with the family and put into action by the family and the school. | | 9/15/25 |
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| 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? |
| Our Attendance plan implementation continues throughout the year. To ensure student engagement, we hold "AttenDances" to motivate students for optimal attendance in school. | | 2/1/26 |
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Progress Monitoring

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

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| We monitor attendance data daily/weekly/monthly. | 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> |
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| Early Progress Milestones (implementation/outcome data) | Student attendance, tardies, etc from last year to look at trends | Find patterns to determine students and families to target for support and intervention. | |
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Instructional Key Strategies for Improvement

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| Mid-Year Benchmark(s) (outcome data) | Student attendance, tardies, etc | A decrease in chronic absenteeism | |
| End-of-the Year Targets (outcome data) | Student attendance, tardies, etc | A decrease in chronic absenteeism | |

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

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| KEY STRATEGY 2 | Building teacher team knowledge through various meetings throughout the year. |
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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? |
|--|-----------------------------|
| 1. A calendar of meetings; PLC, MTSS, ELA, and Data will be scheduled and shared <u>with faculty and staff.</u> | 9/2/25 |
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| 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? |
| 1. Professional Development for new staff with core curriculum are scheduled and will happen in September. | 10/1/25 |
| 2. Ongoing PD will occur throughout the year by NWEA (our new screener) as well as workshops presented by our Questar curriculum liaisons. | 10/1/25 |
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| 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? |
| 1. We will use data from our team meetings and screener to determine if continued professional development is still needed. | 2/1/26 |
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Progress Monitoring

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

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| <p>Ongoing data collection through NWEA and classroom progress monitoring.</p> | <p>What data will we be reviewing?</p> | <p>What do we hope to see when we review that data?</p> | <p>What we ended up seeing. <i>What are our next steps? complete <u>when reviewing data</u></i></p> |
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Instructional Key Strategies for Improvement

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| <p>Early Progress Milestones (implementation/outcome data)</p> | <p>NWEA Data</p> | <p>Consistent trends of performance</p> | |
| <p>Mid-Year Benchmark(s) (outcome data)</p> | <p>NWEA Data</p> | <p>Improvement of student performance</p> | |
| <p>End-of-the Year Targets (outcome data)</p> | <p>NWEA Data</p> | <p>Improvement of student performance</p> | |

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

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| <p>KEY STRATEGY 3</p> | <p>Increasing the amount of daily independent reading and writing for all students, K-5 to increase our ELA skills K-5.</p> |
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| <p>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?</p> | | <p>When will this be in place?</p> |
| <p>1. A period for writing will be in the master schedule/individualized schedules for each teacher.</p> | | <p>9/2/25</p> |
| <p>2. Plans to adopt and implement a school wide reading homework expectation of 20 minutes.</p> | | <p>9/2/25</p> |
| <p>3. A calendar of meetings; PLC, MTSS, ELA, and Data will be scheduled and shared out with faculty and staff.</p> | | <p>9/2/25</p> |
| <p>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?</p> | | <p>When will this be in place?</p> |
| <p>1. Schedules have been shared with teachers and there is a clear expectation to incorporate 15 minutes of sustained writing daily.</p> | | <p>8/25/25</p> |

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| 2. At Kindergarten orientation, our reading and writing expectations were shared out with families. This information will be shared at our Meet the Teacher night as well. | 8/27/25 |
| 33. Clear agendas for staff meetings are already in our Google Drive and the meeting templates guide the discussions and serve as a warehouse for meeting notes. | 8/25/25 |
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| SECOND HALF OF THE YEAR IMPLEMENTATION | When will this be in place? |
| What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | |
| I. We will use benchmark data to determine if the reading expectation is impacting student performance. We can use this information to target our expectations if necessary. | |
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Instructional Key Strategies for Improvement

Progress Monitoring

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

| Progress monitoring data and benchmark data | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing. <i>What are our next steps? complete when reviewing data</i> |
|---|---------------------------------|--|---|
| Early Progress Milestones (implementation/outcome data) | Writing samples and ORF scores | Where the students are | |
| Mid-Year Benchmark(s) (outcome data) | Writing samples and ORF scores | Improvement in student performance | |
| End-of-the Year Targets (outcome data) | Writing samples and ORF scores | Improvement in student performance | |

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

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| KEY STRATEGY 4 | Increase participation in school-wide events during and outside of the scheduled school day for students and families. |
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| BEFORE THE 1ST 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? | |
| 1. Internal student events will be scheduled to develop a sense of community and unity through our PBIS team. Community events such as report card conferences, concerts, and shows will be scheduled and shared out with the faculty. | 8/31/25 |
| 2. Other community events; including cultural events, literacy and math events will be discussed by the SCEP team and PBIS teams. If possible events will be scheduled and | 8/31/25 |

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| shared out with staff. | |
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| FIRST HALF OF THE YEAR IMPLEMENTATION | When will this be in place? |
| What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | |
| 1. We have already held Kindergarten Orientation, our Meet the Teacher is scheduled, along with an informational area for community sponsors to introduce themselves to families. Our PTO has scheduled the annual fall Scholastic Book Fair for the same evening/week. | 8/27/25 9/24/25 |
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| SECOND HALF OF THE YEAR IMPLEMENTATION | When will this be in place? |

Instructional Key Strategies for Improvement

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|---|---------------------|
| What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved? | |
| 1. A winter and spring report card conference is planned along with community tables set up to share out information with families in attendance. | 12/10/25 3/25/26 |
| 2. There will be various dances and activity nights for our students sponsored by our PTA. | TBD |
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Progress Monitoring

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

| We take family attendance at all family events. | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing. <i>What are our next steps? complete when reviewing data</i> |
|---|---|---|---|
| Early Progress Milestones (implementation/outcome data) | Parent attendance data from the previous year | Trends that we can target to increase parental participation in school events | |
| Mid-Year Benchmark(s) (outcome data) | Community attendance at schoolwide events | Increased attendance at events. | |
| End-of-the Year Targets (outcome data) | Community attendance at schoolwide events | Increased attendance at events. | |

Non-Instructional Key Strategies for Improvement

Our Team's Process

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team". This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Activity 1: Analyze: Data Variation Identification
2. Activity 2: Analyze: Data Variation Share and Explore
3. Activity 3: Analyze: Survey Data
4. Activity 4: Listen: Student Interviews
5. Activity 5: Envision: Reflect and Synthesize
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

| Name | Role | Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI) | Ana lyze : Dat a Vari atio n Ide ntifi cati on | Ana lyze : Dat a Vari atio n Sha re and Exp lore | Ana lyze : Sur vey Dat a | List en: Stu den t Inte rvie ws | Env isio n: Ref lect and Syn the size | Pla n Wri ting and Rev isio n |
|-----------------------------------|--------------------|--|---|--|--|--|---|--|
| <i>Example: Mary James</i> | <i>ELL Teacher</i> | 3/4 | 3/12 | 3/19 | | 4/10, 4/11 | 4/17 | 5/2 5/9 5/16 |
| Mark Brenneman Kimberly | Principal | | 8/19 | 8/19 | 12/9/24 | 11/18/24 | | 8/19 |

Next Steps

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.

SIG Expenditure Plan



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

| District | School Name | Grades Served |
|----------|-------------|---------------|
| | | |

SIG Expenditure Plan

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. <u>Align High School and College Courses to Increase Post-Secondary Transition Outcomes</u> | 9. <u>Incoming Student Induction Programs and Summer Bridge Programs</u> |
| 2. <u>Community Schools</u> | 10. <u>Instructional Coaching</u> |
| 3. <u>Elementary School Looping</u> | 11. <u>Middle School Flexible Scheduling</u> |
| 4. <u>Establish an Early Warning Intervention and Monitoring System</u> | 12. <u>Multi-Tiered System of Supports – Integrated (MTSS-I)</u> |
| 5. <u>Evidence-Based Instructional Methods</u> | 13. <u>Ongoing Job-Embedded Professional Development</u> |
| 6. <u>Expanding access to high-quality</u> | 14. <u>Principal Leadership Development</u> |

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|--|--|
| <u>Out-of-School-Time programs</u> | |
| 7. <u>High-Quality Instructional Materials</u> | 15. <u>Professional Learning Communities</u> |
| 8. <u>High-Quality Tutoring</u> | 16. <u>Restorative Practices</u> |

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

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| INSTRUCTIONAL KEY STRATEGY 1 | |
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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | | | |
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| INSTRUCTIONAL KEY STRATEGY 2 | | | |
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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|----------------|---|--------------------|------------------|
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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 |
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| 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 |
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| 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 |
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| TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY | |
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SIG Expenditure Plan

Non-Instructional Key Strategy Implementation

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| NON-INSTRUCTIONAL KEY STRATEGY 1 | |
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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---------|--------------------------------------|-------------|-----------|
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| TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY | |
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| NON-INSTRUCTIONAL KEY STRATEGY 2 | |
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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---------|--------------------------------------|-------------|-----------|
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| TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY | |
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Plan Monitoring Expenses

| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|---------|--------------------------------------|-------------|-----------|
| | Plan Monitoring | | |
| | Plan Monitoring | | |

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| | Plan Monitoring | | |
| | Plan Monitoring | | |
| | Plan Monitoring | | |

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| TOTAL AMOUNT FOR PLAN MONITORING | | | |
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2026-27 Plan Development Expenses

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

SIG Expenditure Plan

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| | Plan Development | | |
| | Plan Development | | |
| | Plan Development | | |

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| TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT | | | |
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