



School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Hudson City School District	Hudson Junior High School	6-8

Collaboratively Developed By:

Delete the red text upon completion.

The **Hudson Junior High** SCEP Development Team

(SCEP Team Members:

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*And in partnership with the staff, students, and families of **Hudson Junior High 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	X
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	X
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
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

The Student Interview process significantly informed our plan. Students reported that they value supportive adults who check in with them and make them feel welcome. They expressed a desire to foster these relationships with adults in the school. Students also raised concerns about bullying, peer conflicts, and other negative peer interactions. These findings directly influenced our commitment to enhancing social-emotional learning and implementing programs like RULER and Restorative Practices that build student-adult relationships and provide tools for conflict resolution.

Additionally, student feedback about their academic experiences highlighted the need for more targeted support in mathematics and ELA, leading to our commitments around MTSS implementation, AIS services, and increased instructional time for students needing additional support.

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.

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.
Multi-Tiered System of Supports (MTSS) using Branching Minds for Math	NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	State test scores and NWEA data indicate gaps in the performance of different subgroups of students. Behavioral referral data shows 3,463 total referrals with 233 (21.42%) being social-emotionally based. Student interviews revealed students value supportive adults and need conflict resolution strategies. MTSS will provide a systematic framework to identify student needs and match them with appropriate interventions at Tier 1, 2, and 3 levels.
Multi-Tiered System of Supports (MTSS) using Branching Minds for ELA	NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	NYS exam scores and student grades indicate gaps between expected and actual student performance in reading and writing. NWEA data will help identify areas of strength and weakness in reading fluency and comprehension. The MTSS framework will allow for targeted instruction to address specific student needs at all tiers.
Provide Tier 2 students in 7th grade with an additional daily math block	NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Data analysis shows that certain students require more intensive support to master fundamental numeracy skills. Additional instructional time and support will provide students more opportunities to develop constructivist understandings of mathematics and close achievement gaps.

Instructional Key Strategies for Improvement

*Reevaluate scheduling using data from Branching Minds for Math and ELA	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	We will refine our scheduling process to maximize the efficacy of AIS by ensuring that all students, including Hispanic and ELL learners, have access to the support they require. We will monitor student growth to ensure there is a fluid pathway among students receiving AIS services.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

How will we do this?

KEY STRATEGY 1	Multi-Tiered System of Supports (MTSS) using Branching Minds for Math
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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?
MTSS team will define a clear delineation of the requirements of each Tier	Aug 2025
Reevaluate staff schedules to maximize AIS services	Aug 2025
Hire at least one AIS Math specialist	Aug 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?
Utilize data from pre, mid, and post assessments from NWEA (NWEA) in order to determine different tiers of interventions	September-October 2025
Ensure that all students who qualify for all AIS services, including Hispanic and ELL learners, are provided with these services	September 2025
Evaluate data to determine which students need to be scheduled for AIS	November 2025
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?
Utilize data from Branching Minds to determine tiered levels of support	January 2026
Provide strategies to staff for differentiating instruction for all learners	January-February 2026
Grade level teams will meet regularly to review and discuss student data	Ongoing January-June 2026

Instructional Key Strategies for Improvement

MTSS team will review data from Branching Minds to assess progress in the Tiers	February-March 2026
Monitor student growth to ensure that there is a fluid pathway amongst students receiving AIS services	Ongoing January-June 2026
Work with Questar and Math Coach to provide support for differentiation and Eureka Math	February-April 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Fall Assessment	Growth in students' scores and movement between the tiers	
	Branching Minds: Initial data	The scores and the number of students in each tier identified	
	Staff training completion	Teachers are able to access resources for tiers 1, 2 & 3	
Mid-Year Benchmark(s) (outcome data)	Mid-year Assessment	Progress from the initial assessment showing growth	
End-of-the Year Targets (outcome data)	NWEA and NYS Math State Assessment	Growth over previous scores, increased proficiency rates	

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

KEY STRATEGY 2 Multi-Tiered System of Supports (MTSS) using Branching Minds for ELA

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?
	Reevaluate staff schedules to maximize AIS services	August 2025
	Reevaluate staff schedules to maximize AIS services	August 2025
	Evaluate data to determine which students need to be scheduled for AIS	August 2025

Instructional Key Strategies for Improvement

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?		
Utilize data from Branching Minds to determine tiered levels of support		September-October 2025
Ensure that all students who qualify for all AIS services, including Hispanic and ELL learners, are provided with these services		October 2025
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?		
Utilize Achieve 3000 in order to differentiate texts for our students in ELA & social studies		January 2026
Do a practice exam in January to determine the areas in which our students struggle		January 2026
Create an entrance and exit criteria for AIS		February 2026
Monitor student growth to ensure that there is a fluid pathway amongst students receiving AIS services		Ongoing January-June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	NWEA: Fall Assessment	Growth in students' scores and movement between the tiers	
	Branching Minds: Initial data	The scores and the number of students in each tier identified	
Mid-Year Benchmark(s) (outcome data)	NWEA: Mid-year Assessment	Progress from the initial assessment	
End-of-the Year Targets (outcome data)	NWEA and NYS ELA State Assessment	Growth over previous scores, improved reading comprehension and writing proficiency	

Instructional Key Strategies for Improvement

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

KEY STRATEGY 3 Provide Tier 2 students in 7th grade with an additional daily math block

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?
Revise master schedule to include additional math block for identified 7th grade students		August 2025
Identify students who will benefit from additional math instruction based on previous year's data		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?
Implement additional daily math block for Tier 2 seventh grade students		September 2025
Monitor attendance and engagement in additional math block		Ongoing September-December 2025
Utilize NWEA/NWEA data to screen and identify students in need of math support		October 2025
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?
Adjust student placement in additional math block based on mid-year data		January 2026
Continue implementation of Eureka Math 6-8 with additional support and refinement		January-June 2026
Use ThinkTech software to familiarize students with needed tools for NYS math exams		March-April 2026

Progress Monitoring

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

Instructional Key Strategies for Improvement

	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)	Student enrollment and attendance in additional math block	All identified Tier 2 seventh grade students scheduled and attending	
	Fall Assessment	Baseline data showing areas of need	
Mid-Year Benchmark(s) (outcome data)	NWEA: Mid-year Assessment	Measurable progress in numeracy skills for students in additional math block	
End-of-the Year Targets (outcome data)	NWEA and NYS Math Assessment	Students in additional math block show greater growth than comparable students without additional support	

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

KEY STRATEGY 4	Reevaluate scheduling using data from Branching Minds
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Review previous year's scheduling effectiveness		July 2025
Analyze which students received AIS services and their outcomes		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?
Implement refined scheduling to maximize AIS service delivery		September 2025
Evaluate data to determine which students need to be scheduled for AIS		September-October 2025

Instructional Key Strategies for Improvement

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?		
Monitor student growth to ensure there is a fluid pathway amongst students receiving AIS services		Ongoing January- June 2026
Make schedule adjustments as needed based on student progress data		February 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	AIS enrollment data	All eligible students, including Hispanic and ELL learners, are scheduled for appropriate AIS services	
Mid-Year Benchmark(s) (outcome data)	Student progress data from Branching Minds	Evidence of fluid movement between tiers based on student growth	
End-of-the Year Targets (outcome data)	Overall AIS effectiveness data	Increased percentage of students exiting AIS due to reaching proficiency	

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

KEY STRATEGY 5

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?	

Instructional Key Strategies for Improvement

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?	
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?	

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones <small>(implementation/outcome data)</small>			
Mid-Year Benchmark(s) <small>(outcome data)</small>			
End-of-the Year Targets <small>(outcome data)</small>			

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>

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s)	NWEA Math Assessment	Strategies 1, 3, 4	Progress from the initial fall assessment showing movement toward grade-level proficiency	
	NWEA ELA Assessment	Strategies 2, 4	Progress from the initial fall assessment in reading fluency and comprehension	
End-of-the Year Targets	NYS Math State Assessment	Strategies 1, 3, 4	Increased proficiency rates, particularly for Hispanic and ELL subgroups; growth over previous year's scores	
	NYS ELA State Assessment	Strategies 2, 4	Improved reading comprehension and writing proficiency scores; growth over previous year's scores	
	NWEA Spring Assessments	Strategies 1, 2, 3, 4	Significant growth from fall to spring in both math and ELA; increased percentage of students meeting grade-level benchmarks	

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)
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Instructional Key Strategies for Improvement

Student Survey	I receive the help I need to succeed in math	Strategies 1, 3, 4	[To be determined]	80% agree or strongly agree	
	I receive the help I need to succeed in reading/writing	Strategies 2, 4	[To be determined]	80% agree or strongly agree	
	I have access to resources and training to differentiate instruction for diverse learners	All strategies	[To be determined]	85% agree or strongly agree	
Staff Survey	I have access to resources and training to differentiate instruction for diverse learners	All strategies	[To be determined]	85% agree or strongly agree	
	The MTSS process helps me support struggling students	All strategies	[To be determined]	80% agree or strongly agree	
Family Survey	My child receives appropriate academic support at school	All strategies	[To be determined]	75% agree or strongly agree	

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>
Implement Restorative Practices	NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Student interview data indicated that students value having supportive adults who check on them, make them feel welcome and provide guidance. Behavioral referral data showed 3,463 total referrals with significant numbers for class disruption (246), insubordination (263), and physically aggressive behaviors. We are expanding our existing restorative practices to reach more students through Tier 1 interventions, continued professional development for staff, and the addition of Riding For Focus program.
Implement RULER (Social-Emotional Learning Program)	NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students expressed concerns about bullying, peer conflicts, and negative peer interactions during interviews. Of the 3,463 behavioral referrals, 233 (21.42%) were social-emotionally based. RULER provides students with tools to identify their emotions and initiate self-regulation strategies, which aligns with our vision for students to access their support systems to resolve conflicts.

Implementation

(How will we do this?)

KEY STRATEGY 1 Implement Restorative 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?
Restorative practice team members will attend professional development through Mediation Matters		Summer 2025
Develop map of strategies to be introduced to faculty		August 2025
Plan for Riding For Focus program implementation		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?
The Restorative Team will share resources and strategies for Tier 1 interventions with all staff		September-October 2025
The Restorative Justice practitioners will offer Circles to Tier 2 and Tier 3 students who demonstrate significant behavioral needs		Ongoing September-December 2025
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?
Implement Riding For Focus bike program to provide students with physical activity opportunities to reduce stress levels		January-February 2026
Continue offering restorative circles and expand reach based on student needs		Ongoing January-June 2026
Collect and review data on behavioral referrals to assess impact		Ongoing January-June 2026

Progress Monitoring

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

Non-Instructional Key Strategies for Improvement

	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)	Map of strategies to be introduced to faculty	More student-centered strategies being implemented in the classroom	
	Number of staff trained in restorative practices	Increased capacity to implement restorative approaches schoolwide	
	Number of restorative circles conducted	Regular circles occurring for Tier 2 and 3 students	
Mid-Year Benchmark(s) (outcome data)	Survey data and referral data focusing on connection between student and staff	An increase of students feeling connected to staff members as indicated by survey and/or student interview responses	
	Behavioral referral data	Decrease in referrals for insubordination, class disruption, and conflicts	
End-of-the Year Targets (outcome data)	Referral data focusing on student behavior	Referral data focusing on student behavior	
	Student and staff survey data	Improved perceptions of school climate and student-adult relationships	

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

KEY STRATEGY 2	Implement RULER (Social-Emotional Learning Program)
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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?
	Purchase RULER program building license	July 2025
	Initial staff introduction to RULER concepts	August 2025

Non-Instructional Key Strategies for Improvement

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?		
Staff will implement the use of the Mood Meter in their learning spaces		September-October 2025
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?		
Train staff on purposes and benefits of RULER and how to use it effectively		January-February 2026
Implement PBIS mini lessons on school-wide behavioral expectations		February-March 2026
Full implementation of RULER tools and strategies across all classrooms		Ongoing February-June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Number of people trained in RULER	All staff receive initial training	
Mid-Year Benchmark(s) (outcome data)	Implementation data and classroom observations	The implementation of the Mood Meter in classrooms as a barometer to check on students; evidence of students using emotion vocabulary	
	Behavioral referral data	Early signs of decrease in social-emotional referrals	
End-of-the Year Targets (outcome data)	Student survey responses	Increased student ability to identify and regulate emotions	

Non-Instructional Key Strategies for Improvement

	Behavioral referral data	Significant decrease in social-emotional based referrals	
	Staff survey responses	Staff report increased confidence in supporting student SEL needs	

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)	Behavioral referral data (social-emotional)	Strategies 1, 2	Decrease in social-emotional based referrals from baseline of 233 (21.42% of total)	
	Student climate survey data	Strategies 1, 2	Increased positive responses about feeling connected to adults and safe at school	
End-of-the Year Targets	Behavioral referral data	Strategies 1, 2	At least 20% reduction in social-emotional based referrals (from 233 to 186 or fewer)	
	Attendance data	Strategies 1, 2	Improved attendance rates, particularly for students previously with chronic behavioral issues	

Non-Instructional Key Strategies for Improvement

	Student climate survey data	Strategies 1, 2	At least 10% increase in positive responses about school climate and relationships	
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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	There are adults at school who care about me	Strategies 1, 2	[To be determined]	85% agree or strongly agree	
	I know how to manage my emotions when I'm upset	Strategy 2	[To be determined]	75% agree or strongly agree	
	I feel safe at school	Strategies 1, 2	[To be determined]	80% agree or strongly agree	
Staff Survey	I have the tools and training to support students' social-emotional needs	Strategies 1, 2	[To be determined]	85% agree or strongly agree	
	Restorative practices have improved student behavior in my classroom	Strategy 1	[To be determined]	80% agree or strongly agree	
Family Survey	The school helps my child develop social-emotional skills	Strategies 1, 2	[To be determined]	75% agree or strongly agree	
	The school addresses behavioral issues fairly and effectively	Strategy 1	To be determined	75% agree or strongly agree	

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	Ori ent atio n to Sch ool Tea ms (req uire d for ne w TSl)	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>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Kenneth Behr	Principal							
Carrie Patch	Associate Principal							
Michelle Cousens	Teacher							
Zachary Kent	Teacher							
Caroline Halpin	Teacher							
Cathy Boice	Counselor							

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
Hudson City School District	Hudson Junior High School	6-8

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	8. High-Quality Tutoring
2. Community Schools	9. Incoming Student Induction Programs and Summer Bridge Programs
3. Elementary School Looping	10. Instructional Coaching
4. Establish an Early Warning Intervention and Monitoring System	11. Middle School Flexible Scheduling
5. Evidence-Based Instructional Methods	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
6. Expanding access to high-quality Out-of-School-Time programs	13. Ongoing Job-Embedded Professional Development
7. High-Quality Instructional Materials	14. Principal Leadership Development
	15. Professional Learning Communities
	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

Multi-Tiered System of Supports (MTSS) using Branching Minds for Math

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teaching and Learning AVID Coach (Middle)	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	\$5,000
AVID Coordinator (Middle)	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	\$2,520
AVID Training – Summer Institute (Hotel)	Ongoing Job-Embedded Professional Development	46	\$2,388
AVID Training – Summer Institute (Mileage Reimbursement)	Ongoing Job-Embedded Professional Development	46	\$416

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$10,324

INSTRUCTIONAL KEY STRATEGY 2 Multi-Tiered System of Supports (MTSS) using Branching Minds for ELA

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY

INSTRUCTIONAL KEY STRATEGY 3 Provide Tier 2 students in 7th grade with an additional daily math block

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
After School Tutoring (Math, ELA, ENL and per grade level)	Expanding Access to High-Quality Out-of-School-Time Programs	15	\$16,920

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$16,920

INSTRUCTIONAL KEY STRATEGY 4 Reevaluate scheduling using data from Branching Minds

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
DCIP Data Analysis Teams / NEA and Branching Minds Data (Middle)	Establish an Early Warning Intervention and Monitoring System	15	\$4,200

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$4,200

SIG Expenditure Plan

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 Implement Restorative Practices

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY

NON-INSTRUCTIONAL KEY STRATEGY 2 Implement RULER (Social-Emotional Learning Program)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
RULER Training (Hotel)	Restorative Practices	46	\$3,681

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY \$3,681

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
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SIG Expenditure Plan

SIG Member Meetings (Middle)	Plan Monitoring	15	\$11,466
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING	\$11,466
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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	
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