



# School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Liberty Central School District	Liberty Middle School	5-8

## Collaboratively Developed By:

### **The *Liberty Middle School* SCEP Development Team**

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***And in partnership with the staff, students, and families of Liberty Middle 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
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	X
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	X
<a href="#">High-Quality Tutoring</a>	X
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	
<a href="#">Middle School Flexible Scheduling</a>	X
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	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 provided valuable insights that directly informed the team's planning to enhance instructional practices and student engagement. Using a structured focus group protocol, students offered candid feedback on key areas such as the use of learning targets, classroom structures, and learning preferences.

Students shared mixed perspectives on learning targets. Many found them helpful when clearly introduced at the beginning of lessons and revisited throughout instruction, especially when used in strategies like exit tickets or small group reflections. However, others indicated that learning targets did not significantly support their understanding, highlighting the importance of differentiating how instructional tools are used to meet varied student needs. Inconsistency in the use of learning targets across classrooms also emerged as a concern, pointing to a need for greater coherence and intentionality in their implementation.

When discussing participation, students expressed appreciation for being asked questions and included in discussions, but noted that not all teachers regularly involve every student. This led the team to prioritize practices that promote equitable student voice, such as cold calling, random selection tools (e.g., popsicle sticks), and increased small group engagement.

Student feedback on learning environments revealed diverse preferences. While many students reported feeling more engaged in flexible or collaborative group settings, some expressed that they prefer working independently. This underscores the need for a balanced approach that includes both collaborative opportunities and space for independent work to support different learning styles.

Additionally, students noted that lesson closure was often missing or lacked meaningful reflection, leaving them unsure of what they had learned. In response, the team identified a need to strengthen closure practices to help students make connections to lesson goals and reflect on their learning.

In summary, student voice played a central role in shaping the team's action plan by identifying student-centered strategies that address clarity, engagement, consistency, and differentiation in instructional practices.

## Schools in the ATSI and TSI model only

#### Subgroup Spotlight

**Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

The Liberty Middle School DCIP and SCEP teams used a comprehensive, data-driven approach to identify strategies that are likely to lead to improved performance for identified subgroups, particularly students with disabilities, English language learners, and economically disadvantaged students.

### 1. Root Cause Analysis

Through a detailed review of state assessment data, attendance records, discipline trends, and stakeholder feedback (including student focus groups and staff surveys), the team identified barriers that have historically impacted subgroup achievement. These included inconsistent use of formative assessment data, limited small-group differentiation, and variable implementation of Tier 2 and Tier 3 interventions.

### 2. Evidence-Based Strategies

The team selected strategies supported by research and aligned with ESSA evidence levels. These include:

- Consistent use of *Explicit Direct Instruction (EDI)* to improve clarity of learning targets, checks for understanding, and student engagement.
- Implementation of *structured small-group instruction* and *WINN (What I Need Now) periods* tailored to individual needs.
- Strengthening of *MTSS protocols*, including progress monitoring tools and team-based data meetings to ensure early intervention.
- Expansion of *restorative practices* and *positive behavior supports* to create a more inclusive learning environment.

### 3. Professional Development and Coaching

Teachers and support staff receive targeted professional development and instructional coaching tied to subgroup needs. This includes training in scaffolding academic language for English learners, culturally responsive teaching practices, and strategies for increasing student discourse and engagement.

### 4. Ongoing Monitoring and Adjustment

Subgroup performance is closely monitored through regular progress checks during PLCs, MTSS team meetings, and quarterly SCEP data reviews. Adjustments are made in real time to respond to student needs, ensuring the strategies remain responsive and effective.

### 5. Student Voice and Equity Lens

The incorporation of student interviews and feedback—particularly from subgroup students—has guided planning to ensure that classroom practices, curriculum access, and school climate improvements reflect their lived experiences and promote equity.

In summary, Liberty Middle School's plan intentionally aligns evidence-based practices with the specific needs of its identified subgroups. These strategies are grounded in data, supported by professional learning, and monitored for impact—positioning the school to improve outcomes for all students, especially those most at risk.

## 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.
All K-12 Teachers will utilize collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>Student Interviews and prior year class visits identified that continued focus high quality instruction, specifically collaborative learning, will increase student engagement and ownership of learning. Teachers will continue to utilize Explicit Direct Instruction and class visits will specifically provide feedback on collaborative learning.</li> <li>Our Middle School has been identified as a Targeted Support and Improvement (TSI) school. This priority aligns directly with the findings from the Middle School's Needs Assessment process. The same student subgroups continue to perform significantly below expectations on assessments, and there is a noticeable lack of student engagement. Additionally, areas of instructional improvement needs have been identified, (engagement, learning targets and</li> </ul>

## Learning as a Team

		closure) all of which will be addressed through this priority. This priority aligns directly with the Middle School's School Comprehensive Education Plan (SCEP) strategies, which focus on addressing the specific needs of our students and fostering an environment of academic growth and engagement. The SCEP emphasizes targeted interventions for underperforming subgroups, enhancing student engagement, and improving instructional practices. By aligning this priority with the SCEP, we ensure a cohesive, data-driven approach that directly supports the school's goals for closing achievement gaps, improving student outcomes, and creating a more inclusive and supportive learning environment. This synergy between the priority and the SCEP will help drive meaningful progress and ensure that the strategies implemented are in direct response to the needs identified within the school.
All grade-level teams/departments will develop and implement at least 2 common formative and 1 common summative assessment each quarter, with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>● A system of continuously analyzing student learning data through common formative assessments will provide teachers the opportunity to adjust instruction and individualized support to meet student specific learning needs. Data will be reviewed at the student, class and course levels to respond to both instructional and curricular needs.</li> </ul>
Data will be utilized quarterly to determine, plan and implement tiered interventions and enrichments for all three tiers.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>● A review of the current MTSS system identified the need to refine practices to ensure tiered interventions exist and are utilized for all three tiers. Refining the MTSS system will support individual student access and learning aligned to essential learning standards.</li> <li>● Data from the middle school's Triangle Survey and chronic absenteeism rates, although improving, reflect trends consistent with those observed across the district, further reinforcing the need for a targeted, district-wide approach to addressing these challenges.</li> <li>● The DCIP strategies align closely with those of the Middle School, emphasizing the</li> </ul>



## Learning as a Team

		enhancement of the MTSS process and the implementation of more targeted, data-driven interventions to better support student needs.
DESSA data will be used for small group SEL interventions to address behavior, attendance and achievement.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>The DESSA data collected at the Middle School creates the opportunity to enhance the MTSS system within the behavioral realm. Utilizing the DESSA data to address behavior, attendance and achievement through a tiered model will create a more comprehensive MTSS system at the Middle School better meeting the students' diverse learning and SEL needs.</li> </ul>
Teachers will implement student led practices (student led conferences, voice & choice, personalization).	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>As part of the district's commitment to fostering a positive, inclusive, and culturally responsive school environment, it is essential that every student feels supported, valued, safe, and challenged in their learning journey.</li> <li>Student led practices at the Middle School are embedded across the school. The 2025-2026 year is identified as the year to expand student led conferences to 100% across all grades and classes. This key strategy is a companion to collaborative learning practices focused strongly on student engagement and ownership of learning.</li> </ul>

## Implementation

*How will we do this?*

<b>KEY STRATEGY 1</b>	All K-12 Teachers will utilize collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving)
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<b>KEY STRATEGY 1</b>	<p>This strategy emphasizes student-centered, collaborative learning environments across all grade levels. Teachers will implement learning stations, small group instruction and tasks that focus on relevant, real-world applications and critical skill development. Instruction will be differentiated, rigorous, promote peer interaction, and foster student ownership of learning.</p> <p>Implementation in the district will include:</p>
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## Learning as a Team

- Training in ICT for all teachers that team teach, which includes training on stations.
- Teachers will be encouraged to visit other classes to see modeled lessons for station/center-based and problem-based learning.
- Common planning time is allocated as well as monthly PLC time to design collaborative tasks.
- Administrators and consultants will conduct walkthroughs using a shared look-for tool to provide feedback on implementation.
- Teachers will reflect on effectiveness during PLCs and adjust strategies based on student engagement and formative assessment data.

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are invc	When will this be in place?
Share the LCSD DCIP and LMS SCEP with Faculty/Staff			August
Staff will participate in a jigsaw activity to understand the expectations for the LMS 2025-2026 SCEP and LCSD DCIP at the September Conference Day			September
<i>Meaningful Middle School Classroom and How to Spark Engagement that Fosters Deep Learning</i> will be provided to all staff.			September
Share information with staff regarding expectations and resources for collaborative engagement learning strategies.			
Develop a classroom walkthrough tool focused on look fors related to collaborative learning			July - August
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?
Create a book study focused on <i>Meaningful Middle School Classroom and How to Spark Engagement that Fosters Deep Learning</i> during PLC Meetings.			Sept-June
Create the opportunity for peer observations.			Sept-June
On-going professional learning related to collaborative engagement learning strategies.			Sept-June
Identify Exemplars of Collaborative Engagement Learning Strategies across the school.			Sept-June
Provided feedback to faculty on Collaborative Engagement Learning Strategies as observed through walk-throughs.			Sept-June
Team discussions and analyzing data during PLCs			Sept-June
Eric Sheninger will be working with admin and teachers			Sept-June
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		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?
Showcase Collaborative Engagement Learning Strategies across the school.			Sept-June
Provided feedback to faculty on Collaborative Engagement Learning Strategies as observed through walk-throughs.			Sept-June
Team discussions and analyzing data during PLCs			Sept-June

Eric Sheninger will be working with admin and teachers	Sept- June

## Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
<b>Early Progress Milestones</b> (implementation/outcome data)	NWEA Data	<p>We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 3.5 increase from Fall to Winter and a 3.5 increase from Winter to Spring.</p> <p>We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 5% increase from Fall to Winter and a 5% increase from Winter to Spring.</p>	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Walk Through Data	<p>Fall - 50% of walkthroughs will have exhibited engagement strategies.</p> <p>Winter 65% of walkthroughs will have exhibited engagement strategies.</p> <p>Spring 85% of walkthroughs will have exhibited engagement strategies.</p>	
<b>End-of-the Year Targets</b> (outcome data)	5-8 NYS Assessments & Regents	This is a summative measure so we will compare 5-8 NYS Assessments and 2025 Regents Data with 2026 Regents Data	

## Learning as a Team

<b>KEY STRATEGY 2</b>	All grade-level teams/departments will develop and implement at least 2 common formative assessment each quarter, for a total of 8 for the year, and 2 common summatives for the year with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).
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<b>KEY STRATEGY 2</b>	<p>Teachers will collaboratively design, administer, and analyze common formative and summative assessments. These assessments will provide data to inform instruction, guide intervention, and ensure consistency in expectations across classrooms and grade levels.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>● Grade-level and content-area PLCs will co-create assessments aligned with standards and curriculum maps.</li> <li>● Results will be analyzed during PLCs using protocols focused on item analysis, subgroup performance, and instructional response.</li> <li>● Data discussions will inform reteaching, enrichment, and vertical articulation.</li> <li>● Documentation will be reviewed quarterly by building and district instructional leaders.</li> </ul>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		What is our plan for	When will this be in
preparing our school for success with this Key Strategy before the school year starts? What steps are invc			place?
Content area teachers will engage in curriculum mapping through EduPlanet			July - August
Teachers will identify common formative assessments and summative assessments within the curriculum map			August-September
Create a professional learning session focused on CFA's and summative assessments			July - August
Create PLC assessment and documentation logs.			July - August
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>			When will this be in
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?			place?
Identify CFA's and Summative Assessment expectations with faculty.			Sept -June
Provide refresher professional learning session(s) focused on CFA's and summativ assessments			Sept -June

## Learning as a Team

Teachers will administer CFA's as identified in the curriculum map.	Sept -June
Teachers will administer summative as identified in the curriculum map.	Sept -June
PLC Teams will analyze the student CFA/summative learning data using the district data protocol.	Sept -June
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
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?
Teachers will administer CFA's as identified in the curriculum map.	Sept -June
Teachers will administer summative as identified in the curriculum map.	Sept -June
PLC Teams will analyze the student CFA learning data.	Sept -June

## 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Curriculum Maps with identified common and summative assessments.	Schedule for PLC review of common formative assessments.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	CFA Results by Unit	8 CFA minimum at the end of the year 1st quarter - 2 2nd quarter - 4 3rd quarter - 6 4th quarter - 8 2 CSA minimum at the end of the year - by the end of the first semester, one must be created.	
<b>End-of-the Year Targets</b> (outcome data)	5-8 NYS Assessment & Regents	This is a summative measure so we will compare 5-8 NYS Assessments and 2025 Regents Data with 2026 Regents Data	

<b>KEY STRATEGY 3</b>	Data will be utilized by PLCs at least quarterly(this is a minimum) to determine, plan and implement tiered interventions and enrichments for all three tiers.
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<b>KEY STRATEGY 3</b>	<p>This strategy focuses on the consistent use of academic data (e.g., benchmark assessments, progress monitoring, classroom performance) to drive decisions around interventions and enrichments. The district will use a Multi-Tiered System of Supports (MTSS) framework to ensure that student needs are proactively identified and addressed at Tier 1 (core), Tier 2 (targeted), and Tier 3 (intensive) levels.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• The District Data Protocol will be used by all PLC teams.</li> <li>• PLC meetings will be held at least twice a month in each building to identify students in need of intervention or enrichment.</li> <li>• Instructional teams (PLCs, grade level, cross curricular, content teacher teams (CTTs), etc.) will use data to group students and match them with appropriate supports (push-in/pull-out, targeted skills groups, acceleration).</li> <li>• Intervention plans will be documented and progress monitored regularly.</li> <li>• Teachers, interventionists, and support staff will collaborate to adjust groupings and strategies based on ongoing data.</li> </ul>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are invc	When will this be in place?
Utilize student learning data to identify student groups and WINN groups			June-Aug
Review the MTSS procedures and protocols , and update as needed			Aug
Learn and implement the new LinkIt and Intervention Manager Platform			Aug- June
Reshare MTSS Student Support team meeting procedures each year at Conference Day.			Aug-Sept
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?

## Learning as a Team

Review the MTSS procedures and protocols with faculty opening day	Sept
Bridge LinkIt and Intervention Manager with current MTSS practices.	Sept- June
Use multiple measures of data during MTSS meetings, including newly added CFA student learning data.	Sept- June
Learn and implement the new LinkIt and Intervention Manager Platform	Sept-June
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Use multiple measures of data during MTSS meetings, including newly added CFA student learning data.	Sept- June
Learn and implement the new LinkIt and Intervention Manager Platform	Sept -June

## 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	NWEA Data	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 3.5 increase from Fall to Winter and a 3.5 increase from Winter to Spring.	
	Regents Data	This is a summative measure so we will compare 2025 Regents Data with 2026 Regents Data	
	CFAs will be evaluated 1 x per quarter	Each quarter the building administrators will meet with facilitators to review the CFAs and CSA for content and for student results.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Attendance at SEL Instruction - Group attendance will be shared with administration	Each quarter 100% of students at risk as determined by DESSA will have received at least one SEL lesson by the Clinical Team.	

### Learning as a Team

	NWEA Data	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 5% increase from Fall to Winter and a 5% increase from Winter to Spring.	
	PLC Notes will be shared with Principals	Each quarter 100% of PLCS will show evidence of using data to drive instruction.	
	LinkIt Intervention Manager	Ongoing training and monitor of implementation	
<b>End-of-the Year Targets</b> (outcome data)	Suspension Data	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	
	Chronic Absenteeism	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	

#### KEY STRATEGY 4

DESSA data will be used at least quarterly (this is a minimum) by guidance and clinical staff and student support teams for small group SEL interventions to address behavior, attendance and achievement.

#### KEY STRATEGY 4

This strategy involves leveraging the Devereux Student Strengths Assessment (DESSA) data to identify students with social-emotional needs and implement targeted SEL interventions. These small group supports aim to address root causes of behavioral challenges, chronic absenteeism, and barriers to academic success.

Implementation in the district will include:



## Learning as a Team

	<ul style="list-style-type: none"> <li>• Clinical teams will review DESSA results after each administration window to identify students in need of support.</li> <li>• Counselors, behavior specialists, social workers, and trained staff will facilitate weekly small group sessions focused on skills such as self-awareness, self-regulation, and social problem-solving.</li> <li>• Attendance and behavior data will be tracked alongside SEL progress to evaluate the impact of interventions.</li> <li>• Parents will be engaged in the process through communication and support resources.</li> </ul>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		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 the previous year SEL data to identify and group students			Aug-Sept
Create a professional learning session for faculty and staff on SEL and DESSA			Aug-Sept
Explore teacher and student access to DESSA data			
Review the DESSA slide show and create a resource for teachers to provide for students prior to self-assessment.			Aug-Sept
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?
Identify DESSA expectations with faculty/staff .			Sept-June
Provide refresher professional learning session(s) focused on SEL and DESSA (Implementation Guide)			Sept/Jan/May
Teachers will administer the DESSA according to the district assessment calendar.			Sept/Jan/May
Teachers will ensure students complete the self screener			Sept/Jan/May
The Guidance team completes the preliminary data review, meet with individual students and create student groups based on survey results.			Sept/Jan/May
The MTSS team reviews the SEL screening data during student support meetings.			Sept-June
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		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?
Teachers will administer the DESSA according to the district assessment calendar.			Sept/Jan/May
Teachers will ensure students complete the self screener			Sept/Jan/May
The Guidance team completes the preliminary data review, meet with individual students and create student groups based on survey results.			Sept/Jan/May
The MTSS team reviews the SEL screening data during student support meetings.			Sept-June

## 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Attendance at SEL Instruction - Group attendance will be shared with administration	Each quarter 100% of students at risk as determined by DESSA will have received at least one SEL lesson by the Clinical Team.	
	PLC Notes will be shared with Principals	Each quarter 100% of PLCS will show evidence of using data to drive instruction.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Suspension Data	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	
	Chronic Absenteeism	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	
	Attendance at SEL Instruction - Group attendance will be shared with administration	Each quarter 100% of students at risk as determined by DESSA will have received at least one SEL lesson by the Clinical Team.	
<b>End-of-the Year Targets</b> (outcome data)	Suspension Data	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	
	Chronic Absenteeism	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	

<b>KEY STRATEGY 5</b>	Teachers will implement student led practices (student led conferences, voice & choice, personalization).
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<b>KEY STRATEGY 5</b>	<p>This strategy aims to increase student ownership of learning through practices that empower students to reflect, self-assess, and make choices in their educational journey. Teachers will implement structures such as student-led conferences, flexible project options, and personalized learning pathways to foster autonomy, motivation, and engagement.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>● Leader in Me will anchor student-led conferences and goal-setting routines.</li> <li>● Teachers will integrate voice and choice through differentiated products, choice boards, and flexible grouping.</li> <li>● One coaching day per year will be provided to facilitators to support implementation of student-led conferences, including model lessons, planning support, and reflection.</li> <li>● Students will prepare leadership binders or digital portfolios to track progress and share with families.</li> <li>● Students will set goals, track progress, and reflect on their growth regularly based on NWEA and classroom data.</li> <li>● Student voice and choice will be embedded into curriculum units through project-based learning, stations, independent work options, and differentiated instruction</li> </ul>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are inv	When will this be in place?
Portfolios were moved to the next grade level Flex Period		June
Review expectations for student portfolios & student led practices.		Sept-June

## Learning as a Team

<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Share the expectations for student led practices with faculty and staff.	Sept-June
Utilize portfolios and practice student-led conferences	Sept-June
Integrate leadership portfolios across all content areas.	Sept-June
Teacher leaders can facilitate professional learning on student-led conferences in PLC /Staff Development meetings.	Sept-June
Coaching day with LIM coach	First semester
Share with parents/guardians the school wide expectations for student led conferences.	First and Second Semester
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	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 portfolios and practice student-led conferences	Sept-June
Integrate leadership portfolios across all content areas.	Sept-June
Completing student-led conferences on Spring parent-teacher night	March
Coaching day with LIM coach	Second Semester

### 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>
	In the MS and ES, the number of student led conferences will be reported quarterly.	1st quarter - 25% of students 2nd quarter - 50% of students 3rd quarter - 75% of students 4th quarter - 100% of students	
<b>Early Progress Milestones</b> (implementation/outcome data)	Ongoing student portfolios  mini-conferences with accountability partners	*Minimum of 3 artifacts in student portfolios	

## Learning as a Team

	In the MS and ES WIGs will be reviewed quarterly for all students. Teachers will document when they have reviewed WIGs.	All students each quarter will have had a WIGs review.	
	Walk Through Data	<p>Fall - 50% of walkthroughs will have exhibited student centered instruction.</p> <p>Winter 65% of walkthroughs will have exhibited student centered instruction.</p> <p>Spring 85% of walkthroughs will have exhibited student centered instruction.</p>	
<b>Mid-Year Benchmark(s)</b> (outcome data)	<p>Ongoing student portfolios</p> <p>Teachers facilitate student led conference.</p>	10 artifacts in student portfolios	
<b>End-of-the Year Targets</b> (outcome data)	<p>Spring Parent Teacher Student-Led Conference</p> <p>Parent Survey Student Survey Teacher Survey</p>		
	<p>End of Year Triangle Survey:</p> <p>MS/HS Questions under Student Voice 18, 21, 23 for Engagement</p> <p>MS/HS Question under Student Voice 42 for Safety</p>	This is an end of the year goal. We will evaluate in 2026.	
	Parent Conference Attendance Sheets	There will be a 15% increase in parent teacher conference day attendance from 24-25 to 25-26.	

## 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>
<b>Mid-Year Benchmark(s)</b>	NWEA HMH DESSA Regents MTSS Classroom Anecdotal Walkthrough	Strategies 1-5	increase in engagement & achievement  decrease in SEL needs  as specified in our strategies above	
<b>End-of-the Year Targets</b>	NWEA HMH DESSA Regents MTSS Classroom Anecdotal Walkthrough	Strategies 1-5	increase in engagement & achievement  decrease in SEL needs  as specified in our strategies above	

### 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)
<b>Student Survey</b>	MRA Education Elements Triangle Data	Strategies 1-5	<a href="#">Middle School School Performance Scan.pdf</a> <a href="#">Triangle Survey Summary 25-26</a>  <a href="#">LMS Student Voice.pdf</a> <a href="#">Family Engagement MRA Survey data 24-25</a>	demonstrate measurable growth or decline based on identified areas of need as specified in our strategies above	
<b>Staff Survey</b>	MRA Education Elements Triangle Data	Strategies 1-5	<a href="#">Middle School School Performance Scan.pdf</a> <a href="#">Triangle Survey Summary 25-26</a>  <a href="#">LMS Student Voice.pdf</a> <a href="#">Family Engagement MRA Survey data 24-25</a>	demonstrate measurable growth or decline based on identified areas of need as specified in our strategies above	
<b>Family Survey</b>	MRA Education Elements Triangle Data	Strategies 1-5	<a href="#">Middle School School Performance Scan.pdf</a> <a href="#">Triangle Survey Summary 25-26</a>  <a href="#">LMS Student Voice.pdf</a> <a href="#">Family Engagement</a>	demonstrate measurable growth or decline based on identified areas of need as specified in our strategies above	

## 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>	
Parent Square will be used by all teachers weekly to increase communication with families.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINED	<p><b>1. Strengthened School-Home Communication</b></p> <ul style="list-style-type: none"> <li>Parents are more informed about student progress, events, and expectations.</li> <li>Consistent communication helps families support learning at home.</li> </ul> <p><b>2. Increased Student Accountability</b></p> <ul style="list-style-type: none"> <li>When parents receive timely updates about grades,</li> </ul>	



## Learning as a Team

assignments, and behavior, students are more likely to stay on track and take ownership of their learning.

### **3. Improved Family Engagement**

- ParentSquare makes it easier for families to participate in school events, respond to surveys, and communicate with teachers — all of which correlate with improved student outcomes.

### **4. Better Support for Student Needs**

- Real-time communication allows schools to quickly alert families about academic or social-emotional concerns, enabling earlier interventions.

### **5. Equity in Access**

- ParentSquare supports multiple languages and communication formats (text, email, app), which helps ensure all families — regardless of language or tech access — can stay informed and engaged.

*2025-2026 will be the second year of implementing Parent Square. We will continue to run reports, monitor usage, provide data to staff on usage- both as a group and individually, as well as continued resources and professional development on how to utilize the platform.*

## Implementation

*(How will we do this?)*

<b>KEY STRATEGY 1</b>	Parent Square will be used by all teachers weekly to increase communication with families.
<b>KEY STRATEGY 1</b>	<p>This strategy ensures consistent, school-to-home communication through the use of ParentSquare, a unified platform for messaging, event updates, and student information. The goal is to keep families informed, involved, and connected to classroom and school-wide activities.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• All teachers will send a weekly classroom communication via ParentSquare.</li> <li>• School and district leaders will model effective messaging and monitor usage to ensure consistency.</li> <li>• Training and refreshers will be offered to staff from Instructional Technology Coach to support clear, accessible communication (including use of translation features).</li> <li>• ParentSquare will be used for both one-way and two-way communication, including gathering feedback from families.</li> </ul>

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are inv	When will this be in place?
Conference day refresher on utilizing Parent Square			Aug -Sept
Training and refreshers will be offered to staff from Instructional Technology Coach to support clear, accessible communication (including use of translation features).			Sept-June
Review of data and addressing staff not utilizing platform			Sept-June
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?
Training and refreshers will be offered to staff from Instructional Technology Coach to support clear, accessible communication (including use of translation features).			Sept-June
Review of data and addressing staff not utilizing platform			Sept-June
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		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?

## Learning as a Team

Training and refreshers will be offered to staff from Instructional Technology Coach to support clear, accessible communication (including use of translation features).	Sept-June
Review of data and addressing staff not utilizing platform	Sept-June

### 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Parent Square Usage - Reports will be run each Friday.	First Quarter - 50% of teachers will be using PS at least once a week.  Second Quarter - 75% of teachers will be using PS at least once a week.  Third Quarter - 85% of teachers will be using PS at least once a week.  Fourth Quarter - 100% of teachers will be using PS at least once a week.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Parent Square Usage - Reports will be run each Friday.	First Quarter - 50% of teachers will be using PS at least once a week.  Second Quarter - 75% of teachers will be using PS at least once a week.	
<b>End-of-the Year Targets</b> (outcome data)	Parent Square Usage - Reports will be run each Friday.	Third Quarter - 85% of teachers will be using PS at least once a week.  Fourth Quarter - 100% of teachers will be using PS at least once a week.	

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## Civic Empowerment Project (schools in CSI only)

### Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

### Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Students Reimagining School
- ☐ Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Background

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

### Our Team's Steps

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

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

### Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze : Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Heather Cheh	Principal		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25, 6/19/25, 6/26/25, 7/2/25
Katlyn Rusin	Assistant Principal		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25, 7/2/25
Jodie MacKrell	Assistant Principal		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25
Danielle Cummins	Teacher		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25

## Our Team's Process

Meghan Kehrer	Teacher		11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25		11/20/24, 2/19/25, 4/28/25	
Melissa Murphy	Teacher		11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25		11/20/24, 2/19/25, 4/28/25	
Alyssa Thalmann	Teacher		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25
Cathryn Dymond	Teacher		11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25	11/20/24, 2/19/25, 4/28/25, 5/14/25		11/20/24, 2/19/25, 4/28/25, 5/14/25	5/14/25
Tara Kratz	Teacher		11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25	11/20/24, 2/19/25, 4/28/25		11/20/24, 2/19/25, 4/28/25	
Samantha Abplanalp	Teacher		5/14/25	5/14/25	5/14/25		5/14/25	5/14/25

## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

#### Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.



# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan

### 2025-26

District	School Name	Grades Served
Liberty Central School District	Liberty Middle School	5-8



## 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. <a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	8. <a href="#">High-Quality Tutoring</a>
2. <a href="#">Community Schools</a>	9. <a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>
3. <a href="#">Elementary School Looping</a>	10. <a href="#">Instructional Coaching</a>
4. <a href="#">Establish an Early Warning Intervention and Monitoring System</a>	11. <a href="#">Middle School Flexible Scheduling</a>
5. <a href="#">Evidence-Based Instructional Methods</a>	12. <a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>
6. <a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	13. <a href="#">Ongoing Job-Embedded Professional Development</a>
7. <a href="#">High-Quality Instructional Materials</a>	14. <a href="#">Principal Leadership Development</a>
	15. <a href="#">Professional Learning Communities</a>
	16. <a href="#">Restorative Practices</a>

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

All K-12 Teachers will utilize collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<i>Meaningful Middle School Classroom and How to Spark Engagement that Fosters Deep Learning</i>	<b>5 &amp; 13</b>	<b>45</b>	<a href="#">SKM_C450i24062112150.pdf</a> \$1,590
PD from MaryAnn Brittingham	<b>10 &amp; 13</b>	<b>40</b>	<a href="#">MB Proposal</a> \$26,628

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

## SIG Expenditure Plan

<b>INSTRUCTIONAL KEY STRATEGY 2</b>	All grade-level teams/departments will develop and implement at least 2 common formative assessment each quarter, for a total of 8 for the year, and 2 common summatives for the year with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
N/A			

<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>	
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<b>INSTRUCTIONAL KEY STRATEGY 3</b>	Data will be utilized by PLCs at least quarterly (this is a minimum) to determine, plan and implement tiered interventions and enrichments for all three tiers.
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
N/A			

<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>	
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<b>INSTRUCTIONAL KEY STRATEGY 4</b>	DESSA data will be used at least quarterly (this is a minimum) by guidance and clinical staff and student support teams for small group SEL interventions to address behavior, attendance and achievement.
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>Sweethearts &amp; Heroes</b>	<b>12</b>	<b>40</b>	<a href="#"><u>LMS S&amp;H 25-26 Proposal</u></a> \$15,750

## SIG Expenditure Plan

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

### INSTRUCTIONAL KEY STRATEGY 5

Teachers will implement student led practices (student led conferences, voice & choice, personalization).

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
N/A			

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

## Non-Instructional Key Strategy Implementation

### NON-INSTRUCTIONAL KEY STRATEGY 1

Parent Square will be used by all teachers weekly to increase communication with families.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
N/A			

**TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY**

## Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Reviews - 4 days	Plan Monitoring	49	\$3,200

**TOTAL AMOUNT FOR PLAN MONITORING** **\$3,200**

## 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Development - 2 days	Plan Development	49	\$1,600

SIG Expenditure Plan

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	\$1,600
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