New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Auburn	Genesee Elementary School	K-6

Collaboratively Developed By:
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And in partnership with the staff, students, and families of Genesee Street Elementary 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 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 fulfill 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	X
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
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

As part of the needs assessment process, the SCEP team conducted student interviews with a representative cross-section of 4th, 5th, and 6th-grade students during lunch periods. Students were intentionally selected to reflect diverse academic levels, behaviors, identities, and backgrounds. The team used a vetted question bank to guide conversations around academic growth, school climate, engagement, and support systems.

Key insights from student responses shaped several elements of the SCEP:

- **Tier I Instruction (ELA & Writing Focus):** Students expressed pride in academic growth, particularly in reading, writing, and math, but also emphasized the need for instruction that is engaging, paced appropriately, and inclusive of neurodivergent learners. This confirmed the team's focus on improving consistency in Tier I writing instruction across grade levels.

- **Attendance & Engagement:** Many students acknowledged challenges with attendance, including home responsibilities, mental health, and stress related to workload. These reflections led the team to strengthen attendance initiatives that incorporate motivational supports (like PBIS challenges), clearer routines, and increased outreach.

- **Positive School Climate:** Students shared both positive and critical feedback on school culture, including feelings of safety, adult support, and inclusion. Several noted that they feel supported by trusted staff, while others voiced the need for more proactive mental health conversations, sensory-friendly spaces, and opportunities to decompress.

- **Student Voice & Belonging:** Suggestions such as more flexible recess rules, equitable treatment across grade levels, more student-led opportunities (like running the Paw Store), and authentic discussions about identity and wellness directly influenced the team's goals around increasing student voice and belonging.

- **Social-Emotional Learning:** Students' emphasis on mental health and trusted adults supported the decision to continue investing in SEL programming and staff development, particularly with regard to trauma-informed practices and equitable support systems.

These interviews validated the direction of the school's improvement strategies and emphasized the importance of embedding student voice in decision-making. As a result, the team committed to repeating this interview process biannually to ensure plans remain grounded in lived student experiences.

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 SCEP team determined that the strategies within this plan are likely to result in improved performance for African American students by analyzing both quantitative data and qualitative input from student interviews. The needs assessment highlighted persistent gaps in literacy performance and engagement for African American students. For example, STAR Reading and Early Literacy data showed that African American students are underrepresented in Levels 3 and 4 compared to their peers. Student interviews further revealed concerns related to equity, student voice, engagement, and access to academic and behavioral supports.

To address these gaps, the team selected two refined, evidence-based instructional strategies that directly support African American student growth:

1. **Evidence-Based Instructional Method: Explicit Teaching**

   ○ This strategy ensures that Tier I instruction is clear, scaffolded, and accessible to all students, particularly those who benefit from structured, teacher-led instruction. By embedding explicit modeling, clear learning targets, and success criteria into daily instruction, teachers can ensure African American students are not left behind in pacing or expectations.

   ○ Student interviews reflected a need for more clarity, pacing adjustments, and inclusive content, all of which are addressed through explicit teaching and a focus on writing across the curriculum.

2. **Professional Learning Communities with a Data Protocol**

   ○ PLCs will use disaggregated data (including race) to monitor student progress, identify learning gaps early, and adjust instruction and supports accordingly. Teams will analyze classroom assessments, writing samples, and benchmark data to ensure equitable outcomes.

   ○ The refinement of PLCs includes a specific protocol to ensure African American students' achievement and attendance data are routinely reviewed and acted upon.

In addition, the school's non-instructional strategy around community engagement, which include partnerships with Booker T. Washington Center and culturally responsive outreach, aims to build trust with African American families, reduce chronic absenteeism, and strengthen student-school relationships.

Together, these strategies:

● Promote instructional equity and rigor,

● Increase teacher awareness of subgroup needs,

● Embed cultural responsiveness and inclusion into academic planning, and

- Strengthen family partnerships to support whole-child success.

These targeted, data-informed approaches are aligned to the identified needs of African American students and are designed to produce measurable gains in literacy, engagement, and school connectedness.

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.*
Evidence-based Instructional Method Professional learning: Explicit Teaching	☑ NEW ☐ EXPAND ☐ REFINE	Our school is committed to implementing high-quality, Tier I instruction consistently and with fidelity across all grade levels, with a specific emphasis on evidence-based literacy practices. This strategy ensures that all students have access to rigorous, standards-aligned instruction designed to promote academic growth in writing across content areas. Professional learning on Explicit Teaching gives educators the tools to deliver clear, equitable instruction.
Professional Learning Communities: Weekly data teams Data-informed practices with established protocol	☐ NEW ☐ EXPAND ☑ REFINE	Implementing PLCs with structured, weekly data team meetings and consistent use of data protocols is a high-impact strategy that directly supports improved instruction, student outcomes, and staff collaboration. The needs assessment suggests that this will have a positive impact on students because: 1. Directly supports students 2. Promotes consistency and instructional equity 3. Builds teacher efficacy and a collaborative culture 4. Provides a framework for continual improvement 5. Aligns to our work with NYSED, ESSA and the Resource Equity Plan

		The Professional Learning Community at Genesee Elementary School will be refined by following a specific data protocol, tightening roles and norms, and building a feedback and reflection loop on a triennial basis to check for effectiveness.

Implementation

How will we do this?

KEY STRATEGY 1	Evidence-Based Instructional Practices with a focus on High-Impact Instructional Practices (HIIPs) in literacy, especially writing across content areas. Strategic Intent: Our school is committed to implementing high-quality, Tier I instruction consistently and with fidelity across all grade levels. We emphasize evidence-based literacy practices to ensure all students receive rigorous, standards-aligned instruction that promotes academic growth, particularly in writing. Implementation Approach **1**. Embed High-Impact Instructional Practices (HIIPs): ● Prioritize explicit instruction and formative assessment. ● Align classroom practice with the Science of Learning and Science of Reading frameworks. ● Use modeled, guided, and independent learning cycles in literacy instruction, especially in writing. 2. Ensure Consistency Across Grade Levels: ● Develop and share common instructional frameworks or playbooks that define non-negotiable teaching practices in literacy. ● Use collaborative planning (e.g., PLCs) to co-plan and moderate instruction and assessment tasks. 3. Monitor Fidelity of Implementation: ● Use walkthroughs, peer observations, and instructional rounds with a focus on HIIPs. ● Collect and analyze data on student writing performance and instructional delivery.

	● Focus on writing across the curriculum, and train staff to embed writing strategies in non-ELA subjects.

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?
Align grade-level team expectations with Tier I instruction across content areas	August 2025
Share the schoolwide instructional look-for tool with staff	August 2025
Distribute and review common writing rubrics for grade levels	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 lesson internalization protocols in weekly PLCs	Sept 2025
Integrate "I can" statements and success criteria in all classrooms.	Sept 2025
Conduct a needs assessment by surveying teachers and identifying key areas of need in literacy instruction	Sept 2025
Administer and score a common writing assessment for all students using the common writing rubric	Sept-Oct 2025
Provide professional development opportunities for staff, targeting explicit instruction strategies for writing and mathematics instruction.	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?
Conduct mid-year instructional audit (walkthrough + student work review)	Jan 2026
Share student growth trends in schoolwide data meetings	Feb 2026
Administer and score the common writing assessment and compare to the benchmark	Feb 2026
Schedule peer observations for staff to observe colleagues and best instructional practices	Feb 2026
Provide professional development opportunities for staff, targeting explicit instruction strategies	March 2026
Grade-level and cross-grade PLCs to discuss writing expectations, anchor papers, and progression.	March 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. *What are our next steps?* complete when reviewing data**

Early Progress Milestones (implementation/outcome data)	Use walkthrough tool	90% of classrooms will implement learning targets by October and a baseline for observation of direct instruction and student engagement evidence will be collected	
Mid-Year Benchmark(s) (outcome data)	Baseline writing assessment and mid-year assessment Instructional audit data from walk-through	15% increase in student writing performance on school wide rubric (compared to baseline) 95% of classroom will be implementing learning targets evidenced throughout the lesson and an increase of 10% of teachers will be applying direct instruction and student engagement compared to early progress milestone	
End-of-the Year Targets (outcome data)	Mid-year writing assessment and end-of-year assessment Instructional audit data from walk-through	30% increase in student writing performance 85% of observed lessons rated effective/highly effective in instructional rigor 100% of classroom will be implementing learning targets evidenced throughout the lesson and an increase of 20% of teachers will be applying direct instruction and student engagement compared to the mid-year benchmark	

KEY STRATEGY 2	Refine Professional Learning Communities 1. Establish Weekly Data Team Structure ● Each grade-level or content team will meet at a designated time each week according to the master schedule.

● The meeting schedule will be published and protected by embedding it in the master schedule.

● Instructional coaches and administrators will facilitate sessions.

2. Implement a Consistent Data Protocol

● Teams will use a structured data protocol to focus and guide each meeting.

3. Use Multiple Forms of Data

Teams will use a range of data sources including:

● Renaissance STAR (Reading/Math) & DIBELS screeners

● NYS Assessment results

● Classroom assessments (common tasks, exit tickets) and additional informal screeners

● Attendance or behavioral trends (for MTSS alignment)

● Writing rubrics and student work samples

4. Build Capacity Through Training and Coaching

● Teachers will receive professional development on data protocols and how to use data to inform instruction.

● Instructional coaches and administrators will model data meetings and provide support.

5. Align with Building-Wide and SCEP Goals

● Each PLC's work will be aligned to the building's priority goals for writing proficiency, subgroup growth in other areas of literacy and math, and attendance.

	● Teams will document action steps and share progress at monthly faculty meetings. 6. Monitor and Reflect ● PLC logs and action plans will be reviewed monthly by school leadership. ● Adjustments will be made based on feedback, observed needs, and student data trends. ● School leaders will conduct informal walkthroughs to observe implementation and alignment to instructional shifts.

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 PLC protocols and update with a focus on student learning outcomes	August 2025
Set calendar and expectations for weekly data team meetings	August 2025
Develop a structured agenda template to be used consistently	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?
Launch weekly PLCs with focus on actionable data	Sept 2025
Use common assessments to establish a baseline and begin monitoring progress	Sept 2025
Faculty meetings have a routine portion of the agenda to share student progress based on documented action steps determined during the PLC.	Oct 2025-June 2066
Principal will monitor action plans from each grade level meeting on a monthly basis	Monthly
Models of effective practice through peer observations	Oct 2025
Review impact of PLCs on student achievement using triennial data	December 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Models of effective practice through peer observations	Jan 2026
Review the impact of PLCs on student achievement using quarterly data	March & June 2026
Continue cycles of improvement and adjust student supports	Ongoing
Conduct interviews with staff to determine impact of PLCs and how they support student outcomes	May 2026
Conduct informal walkthroughs to observe implementation and alignment to instructional shifts.	Dec 2025-May 2026

Faculty meetings have a routine portion of the agenda to share student progress based on documented action steps determined during the PLC.	Oct 2025-June 2066
Principal will monitor action plans from each grade level meeting on monthly basis	Monthly

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* complete when reviewing data
Early Progress Milestones (implementation/outcome data)	PLC Meeting Agendas and Minutes Baseline data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task	All PLC protocols are reviewed and updated with a clear focus on student learning outcomes. Calendar and expectations for weekly data team meetings are finalized and communicated. A structured agenda template is developed and adopted for consistent PLC use. Weekly PLCs are launched with a focus on actionable student data. Baseline data is established through common assessments across grade levels.	

| Mid-Year Benchmark(s)
(outcome data) | PLC Meeting Agendas and Minutes

Winter data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task

Informal walkthrough data baseline

Staff perception interviews based on their own practices and observing peers | Weekly PLCs are consistently using the agenda and protocol to discuss actionable data.

Faculty meetings regularly include time to share progress on PLC-driven instructional actions.

Principal is monitoring and collecting monthly updates from grade-level PLCs.

Peer observation cycles are initiated to share models of effective practice.

Initial review of PLC effectiveness is conducted using triennial data and PLC documentation.

Informal walkthroughs begin to assess alignment with PLC-driven instructional shifts.

Increase in winter benchmark data and common assessment writing task
-STAR Math- 36.1% of students level 3 & 4 increases to 40%
-STAR Reading- 25% of students level 3 & 4 increase to 27%
-STAR Early Lit- 34.7% of student level 3 & 4 increases to 37%
-DIBELS- 34.4% core or core+ increases to 37% | |

End-of-the Year Targets (outcome data)		Peer observations continue and expand, with staff sharing takeaways and adjustments made.	
	PLC Meeting Agendas and Minutes	PLC impact is reviewed using quarterly data in March and June to assess student growth.	
	Spring data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task	Ongoing PLC cycles are sustained, with adjustments to supports based on evolving student needs.	
	Staff perception interviews based on their own practices and observing peers	Staff interviews are conducted to gather qualitative evidence of PLC effectiveness on teaching and learning.	
	Informal walkthrough data	Informal walkthrough data is analyzed to determine the extent of alignment between instructional practice and PLC goals.	
		Final report or reflection summarizes PLC effectiveness, challenges, and areas for refinement.	

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.

Instructional Key Strategies for Improvement

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Benchmark Assessments (STAR, DIBELS)	Evidence-based Instructional Method Professional Learning Community	-STAR Math- 36.1% of students level 3 & 4 increases to 40% -STAR Reading- 25% of students level 3 & 4 increase to 27% -STAR Early Lit- 34.7% of student level 3 & 4 increases to 37% -DIBELS- 34.4% core or core+ increases to 37%	
End-of-the Year Targets	Benchmark Assessments (STAR, DIBELS)	Evidence-based Instructional Method Professional Learning Community	-STAR Math- 36.1% of students level 3 & 4 increases to 42% -STAR Reading- 25% of students level 3 & 4 increase to 30% -STAR Early Lit- 34.7% of student level 3 & 4 increases to 40% -DIBELS- 34.4% core or core+ increases to 40%	

Spring Survey Targets

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	T11: I talk with my family about how I am doing at school	Evidence-based Instructional Method Professional Learning Community	64%	72%	
Staff Survey	C30: We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.	Evidence-based Instructional Method Professional Learning Community	89.1%	95%	
Family Survey	T24: My child(ren) talks about the student learning targets/goals (I can…) given to them by teachers	Evidence-based Instructional Method Professional Learning Community	62%	70%	

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. *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.*
Community Schools: Aligning Networks to Enable Every Student to Thrive To build and enhance the capacity of staff/families in the "4 C" areas: • Capabilities (skills and knowledge) • Connections (networks) • Cognition (beliefs, values) • Confidence (self-efficacy)	☑ NEW ☐ EXPAND ☐ REFINE	Our school is committed to increasing meaningful family engagement by providing targeted guidance, communication, and inclusive opportunities for participation in school life. In alignment with the New York State Framework for Family and Community Engagement, we will actively monitor and evaluate family involvement using both quantitative and qualitative data (e.g., event attendance logs, survey responses, feedback forms). These data will be used to identify engagement patterns, remove barriers to participation, and ensure continuous improvement. Our school is also committed to improving students' daily attendance by implementing targeted initiatives and positive incentive systems that promote consistent school participation. Through culturally responsive outreach, student recognition programs, and family engagement strategies, we aim to foster a school climate where attendance is valued and supported.

Implementation

(How will we do this?)

KEY STRATEGY 1	Increase Community Outreach and Family Engagement

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?
Host summer "Welcome Back" event for families	Aug 2025
Partner with Booker T. Washington Center to co-host outreach events	Aug 2025
Distribute family communication kits, including ParentSquare setup	Aug 2025
Share school goals, resources, and ways families can support learning at home	Aug 2025
Host a school-wide Welcome & Partnership Day on August 20th to initiate relationships with families.	Aug 2025
Provide step-by-step onboarding to ParentSquare during August events and Open House.	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?
Run family engagement events tied to academics	Oct. 2025
Use ParentSquare to track outreach and interactions	Ongoing
Train staff in culturally responsive communication	Oct. 2025
Instructional staff will place one positive phone call a week to update families on student progress	Ongoing
Offer parent learning sessions on restorative language, repair circles, and conflict resolution.	Oct 2025
Coordinate with family liaisons and community partners to provide culturally responsive support for chronic absenteeism.	Oct-Dec 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?
Analyze participation data, identify gaps, and adjust outreach	Feb. 2026
Implement student-led family showcase events	March 2026
Partner with Booker T Washington for weekend Literacy event at their location	March 2026
Conduct end-of-year family focus groups for feedback	May 2026
Coordinate with family liaisons and community partners to provide culturally responsive supports for chronic absenteeism.	Jan-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. *What are our next steps?* complete when reviewing data**

Early Progress Milestones (implementation/outcome data)	Parent Square engagement data baseline for family engagement attendance data for students of African American race Establish daily attendance rate baseline for students of African American race Baseline data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task	50% of families connected to ParentSquare by October; at least 1 outreach event hosted per month Baseline data is established through common assessments across grade levels.	

Mid-Year Benchmark(s) (outcome data)	Family engagement attendance data for families of African American race	Analyze family participation data from all events and communication platforms to identify engagement gaps. Family event attendance up 15% from prior year All staff trained in culturally responsive communication practices. 3% Increase in student attendance rates	
	Student attendance data for students of African American race Winter data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task	Analysis of ParentSquare usage and engagement metrics with a 5% increase from the early progress milestone Increase in winter benchmark data and common assessment writing task -STAR Math- 36.1% of students level 3 & 4 increases to 40% -STAR Reading- 25% of students level 3 & 4 increase to 27% -STAR Early Lit- 34.7% of student level 3 & 4 increases to 37% -DIBELS- 34.4% core or core+ increases to 37%	

End-of-the Year Targets (outcome data)		Analyze family participation data from all events and communication platforms to identify engagement gaps.	
	Family engagement attendance to each event for families of African American race	30% increase in family engagement on school survey; 90% of families engaged in at least one school event 5% Increase in student attendance rates	
	Student attendance data for students of African American race	Analysis of ParentSquare usage and engagement metrics with a 5% increase from the mid-year benchmark.	
	Spring data for triennial screeners (DIBELS & STAR) and common assessment rubric scores for writing task	Increase in spring benchmark data and common assessment writing task -STAR Math- 36.1% of students level 3 & 4 increases to 42% -STAR Reading- 25% of students level 3 & 4 increase to 30% -STAR Early Lit- 34.7% of student level 3 & 4 increases to 40% -DIBELS- 34.4% core or core+ increases to 40%	

Non-Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these Non-Instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Student attendance data Student behavioral data	Community Schools: Aligning Networks to Enable Every Student to Thrive	91% attendance rate Reduction of 5% of behavioral referrals from 2024-25	
End-of-the Year Targets	Student attendance data Student behavioral data	Community Schools: Aligning Networks to Enable Every Student to Thrive	93% attendance data Reduction of 10% of behavioral referrals from 2024-25	

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	F27: I talk with my family about how I am doing in school	To build and enhance the capacity of staff/families in the "4 C" areas	64%	75%	
Staff Survey	F099: Our family/school connection has resulted in student gains	To build and enhance the capacity of staff/families in the "4 C" areas	71%	80%	

Family Survey	F50: As a parent/family member, I feel connected to our school.	To build and enhance the capacity of staff/families in the "4 C" areas	68%	78%	

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
Mary Claire Pineau	Principal		5/22	*5/22*	5/28		6/4	6/23
Tommy Honors	Assistant Principal		5/22	*5/22*	5/28		6/4	6/23
Jessie Brown	Instructional Coach		5/22	*5/22*	5/28	5/27	6/4	6/23
Beth Robinson	Dean of Students		5/22	*5/22*	5/28	5/27	6/4	6/23
Justina Taylor	Teacher		5/22	*5/22*	5/28		6/4	6/23
Holly Maltese	Teacher		5/22	*5/22*	5/28	5/29	6/4	6/23
Nicole Iversen	Teacher		5/22	*5/22*	5/28		6/4	6/23
Angela Carnicelli	Teacher		5/22	*5/22*	5/28	5/29	6/4	6/23
Catherine Kastick	Teacher		5/22	*5/22*	5/28		6/4	6/23
Tina DeJohn	Teacher		5/22	*5/22*	5/28	5/27	6/4	6/23
Twanda Turman	Teaching Assistant		5/22	*5/22*	5/28		6/4	6/23
Brittany Westover	Teacher		5/22	*5/22*	5/28		6/4	6/23
Amy Mahunik	Assistant Superintendent for		5/22	*5/22*	5/28		6/4	6/23

	Curriculum & Instruction							
Ashley McLeod	Parent		5/22	*5/22*	5/28		6/4	6/23

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.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
School Improvement Grant Expenditure Plan
2025-26

District	School Name	Grades Served
Auburn	Genesee Elementary School	K-6

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

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Professional Learning- Explicit Instruction with Writing Focus **2 sessions x 1 hour x 40 staff x $53**	Evidence-based instructional methods	**15**	$4,240
Professional Learning- Explicit Instruction with Math Focus **2 sessions x 1 hour x 40 staff x $53**	Evidence-based instructional methods	**15**	$4,240

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$8,480

INSTRUCTIONAL KEY STRATEGY 2	Refine Professional Learning Communities

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Staff coverage to allow teachers time to observe other classrooms 2 teacher substitutes x 2 days x 2 times/yearx 137.50/daily substitute	Professional Learning Communities	15	$1,100
PLC Coordinator Stipend	Professional Learning Communities	15	$4,500
After-school analysis of writing skill development and growth 25 staff x 1 hour x 3 meetings x $53	Professional Learning Communities	15	$3,975

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$9,575

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Community Schools: Aligning Networks to Enable Every Student to Thrive

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Purchased Services Professional Learning with Peaceful Schools	Community Schools	40	$5,400
MTSS Chairperson	Community Schools	15	$3,000
PBIS Team Meetings	Community Schools	15	$6,784
PBIS Team Coach	Community Schools	15	$2,500
PBIS Team Data Coordinator	Community Schools	15	$500
Peaceful Schools Professional Learning: 40 staff x 12 hours x $53	Community Schools	15	$25,440
Staff to facilitate centers at literacy-focused family engagement event at Booker T. Washington Center	Community Schools	15	$1,272

12 staff x 2 hours x $53			
Learning sessions on restorative language, repair circles, and conflict resolution for parents and guardians **10 staff members x 3 hours x 2 sessions x $53**	Community Schools	**15**	$3,180

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$48,076

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team Monitoring Meetings- 10 staff members x 4 hours x $53/hour	Plan Monitoring	**15**	$2,120
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING	$2,120

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team Plan Development 10 staff members x 12 hours x $53	Plan Development	**15**	$6,360
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	$6,360