New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Riverhead Central School District	Riverhead Middle School	7-8

Collaboratively Developed By:
The Riverhead Middle School SCEP Development Team **Kimberly Birong-Teacher** **Amy Doucette-Teacher/Parent** **Amanda Egan-Social Worker** **Shannan Maida-Teacher/Special Education** **Jaclyn McManus-English as a New Language Teacher** **Kellyann Parlato-Administrator** **Rebecca Ramsey-Special Education Teacher/Parent** **Cheryl Walsh-Edwards-Teacher**

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
    - Activity 1: Analyze: Data Variation Identification
    - Activity 2: Analyze: Data Variation Share and Explore
    - Activity 3: Analyze: Survey Data
    - Activity 4: Listen: Student Interviews
    - Activity 5: Envision: Reflect and Synthesize
2. **Met with their NYSED/District/BOCES liaison**:
    - Following *Activity 1: Analyze Data Variation Identification*
    - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as "Key Strategies," they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's High Impact Teaching Strategies and the resources gathered at Visible Learning, especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The Diagnostic Tool

for School and District Effectiveness (DTSDE) Framework and Phases of Implementation may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another.** In the column to the right of each activity, include **the target date for implementation.** This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created the SCEP Rubric to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	X
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	X
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	X

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

As part of the needs assessment process, student interviews were conducted in small groups, engaging over 30 students from diverse backgrounds and grade levels. These discussions focused on key areas such as school culture and climate, homework expectations, assessment practices, instructional support, and social-emotional well-being. The qualitative insights gained through these conversations were analyzed alongside data from the student survey. Together, this information provided a comprehensive understanding of student experiences and perspectives, directly informing the development of targeted goals and action steps within the school's improvement plan.

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.

1. **At Riverhead Middle School, literacy will be a central focus of our academic program. To support this initiative, we will be incorporating a certified reading teacher to lead our Intensive Literacy Program for the 7th Grade students(at this time there is only an 8th Grade Literacy Teacher) providing targeted instruction to students who need additional support in reading comprehension and fluency.**

2. **Additionally, we will implement AIS (Academic Intervention Services) English for students who require supplemental assistance in developing foundational language arts skills. These efforts are designed to ensure that all students become confident, capable readers and writers, laying a strong foundation for future academic success across all subject areas.**

3. **LEAPS Program: This program focuses on developing students' social-emotional skills, and academic support which are critical for academic success. By equipping students with strategies for self-regulation, communication, and problem-solving, LEAPS helps improve classroom behavior, engagement, and overall academic performance. This is especially beneficial for students who may struggle with executive functioning skills, emotional regulation, or peer interactions, contributing to improved outcomes in the identified subgroup(s).**

4. **PBIS: Recognizing and reinforcing positive behaviors creates a more supportive and motivating school environment. Research shows that positive reinforcement encourages students to engage in productive academic and social behaviors. By implementing a structured reward system, the school can increase student motivation, improve classroom climate, and foster a culture of achievement, particularly benefiting students who need additional encouragement to stay engaged in their learning.**

5. **Support for Students with Poor Attendance: Attendance is a key factor in academic success, and chronic absenteeism can lead to significant learning gaps. By providing early interventions, mentoring, family outreach, and academic support, the school can improve attendance rates, ensuring that students remain connected to their education and have the opportunity to succeed. Provide Students an opportunity to join clubs and music programs.**

Together, these strategies create a well-rounded plan that addresses both academic and non-academic barriers to success. By improving students' literacy levels, social-emotional skills, reinforcing positive behaviors, and providing targeted attendance support, the school is implementing a proactive approach to closing achievement gaps and fostering equitable outcomes for all students.

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?) Commitment 2	**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.*
Hiring of Literacy Teacher	☐NEW ☐ EXPAND x REFINE	The hiring of a certified literacy teacher will play a critical role in advancing the academic focus at Riverhead Middle School. Literacy will be at the forefront of our instructional priorities, with the newly appointed teacher leading our Intensive Literacy Program to support students in developing essential reading and comprehension skills. In addition, AIS (Academic Intervention Services) English will be offered to students who require targeted support to strengthen their language arts foundations. These combined efforts will ensure that all students receive the tools they need to succeed academically and become confident, proficient readers and writers.
LEAPS Program	x NEW ☐ EXPAND ☐ REFINE	The LEAPS program is an afterschool, grant-funded program that provides after school academic and social-emotional support to our students. As part of this program, students have the opportunity to complete homework, focus on academic needs, and enjoy enrichment activities that are focused on their interests.

Establishing common and consistent classroom routines and expectations	☐ NEW X EXPAND ☐ REFINE	In order to help students feel confident in their approach to each class, we are committing to shared classroom routines, vocabulary, and language such as an aim, do now/activator, and homework.
Attendance	☐ NEW ☐ EXPAND X REFINE	Attendance records have shown that many of our most needy students are chronically absent. Our teachers are not getting enough face time with their students because of poor attendance.

Implementation

How will we do this?

KEY STRATEGY 2	Communicate With Family's about our Literacy Program

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?
Send letters out to students who are enrolled in the programs including AIS English	8/25
The Literacy teacher will determine benchmarks.	8/25
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Five week progress report	10/03/25
Ten week progress report	11/07/25
Fifteen week progress report	12/12/25
Twenty week progress report	01/30/26
Reinforcement at Back To School Night, Welcome Back Assembly, Parent Square Messages, Parent Cafes	9/2/25-1/31/26
Team Meetings to access iReady assessments and progress in class	9/2/25-1/31/26
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?
Twenty-Five week progress report	3/13/26
Thirty week progress report - sports and extra curricular activity	4/17/26
Thirty-Five progress report	5/22/26

Forty week progress report	6/26/26
Team Meetings Team Meetings to access iReady assessments and progress in class	2/1/26 - 6/26/26
Teams of teachers will give student recommendations on a monthly basis	2/1/26 - 6/26/26

KEY STRATEGY 3	Communicate With Family's LEAPS Program

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?
Send letters out to students who are failing 2 or more instead of 3 or more	8/25
Send out flyer about LEAPS program to incoming 7th & 8th grade students in "Welcome Back Letter"	8/25
The LEAPS administrator liaison will monitor attendance	8/25
Development of an AP liaison to ensure connection with school	8/25
Identify students who would benefit from after-school support. Identify students based on progress reports, as well as last year's report cards.	8/25
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Five week progress report	10/03/25
Ten week progress report - sports and extra curricular activity	11/07/25
Fifteen week progress report	12/12/25
Twenty week progress report - sports and extra curricular activity	01/30/26
Reinforcement at Back To School Night, Welcome Back Assembly, Parent Square Messages, Parent Cafes	9/2/25-1/31/26
Team Meetings	9/2/25-1/31/26
Teams of teachers will give student recommendations on a monthly basis	
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?
Twenty-Five week progress report	3/13/26
Thirty week progress report - sports and extra curricular activity	4/17/26
Thirty-Five progress report	5/22/26
Forty week progress report	6/26/26
Team Meetings	2/1/26 - 6/26/26
Teams of teachers will give student recommendations on a monthly basis	2/1/26 - 6/26/26

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)	Progress Report, Initial Diagnostic iReady & LEAP Program Attendance	Baseline attendance at LEAPs Program Baseline grades	Meeting Date 11/10/25
Mid-Year Benchmark(s) (outcome data)	Midterm Grades Mid-Year iReady	Improvement in grades and iReady Diagnostic results	Meeting Date 02/02/26
End-of-the Year Targets (outcome data)	End Of Year iReady Final Grades	Improvement in grades and iReady Diagnostic results	Meeting Date 06/15/26

KEY STRATEGY 2	Establishing common and consistent classroom routines and expectations

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?
Superintendent's Conference Day review common classroom routines and expectations	08/27/25 & 08/28/25
Review of PBIS classroom matrix (staff)	08/27/25 & 08/28/25
Review of MTSS Supports	08/27/25 & 08/28/25
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Review of PBIS classroom matrix (students) assembly	09/25/25
Implementation of vocabulary instruction based on content area-Literacy in all content Areas	9/2/25-1/31/26
Vocabulary word of the day/week on our Envision boards and announcements.	9/2/25-1/31/26
Depth Of Knowledge Chart utilized in instruction-across all content areas	9/2/25-1/31/26
Student review of agenda books	9/2/25-1/31/26
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?
Implementation of vocabulary instruction based on content area	2/1/26 - 6/26/26
Vocabulary word of the day/week on our Envision boards and announcements	2/1/26 - 6/26/26
Depth Of Knowledge Chart utilized in instruction	2/1/26 - 6/26/26

Student review of agenda books	2/1/26 - 6/26/26

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)	Classroom observations - Admin Walkthrough Review of P.R.I.D.E. Matrix	Administration will walk through classrooms within the first month to ensure all teachers are utilizing Aim, Do Now, and Homework format for the beginning of each class. Administration will review P.R.I.D.E. Matrix and will ensure posters are visible in each room, as well as the hallways.	
Mid-Year Benchmark(s) (outcome data)	Classroom observations - Admin Walkthrough Review of P.R.I.D.E. Matrix	Administration will walk through classrooms to ensure all teachers are utilizing Aim, Do Now, and Homework format for the beginning of each class. Administration will review P.R.I.D.E. Matrix and will ensure posters are visible in each room, as well as the hallways.	
End-of-the Year Targets (outcome data)	Classroom observations - Admin Walkthrough Review of P.R.I.D.E. Matrix	Administration will walk through classrooms to ensure all teachers are utilizing Aim, Do Now, and Homework format for the beginning of each class. Administration will review P.R.I.D.E. Matrix and will ensure posters are visible in each room, as well as the hallways.	

KEY STRATEGY 3	Attendance

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Revise attendance letter regarding absences	7/01/25-8/26/25
Create a Welcome Letter including attendance guidelines	7/01/25-8/26/25
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Letter mailed home at (6, 15 or more) absences	9/2/25-1/31/26
Communication with parent/guardians by teams of teachers (5, 14 or more) absences	9/2/25-1/31/26
Notification of daily absences through ParentSquare or automated phone call	9/2/25-1/31/26
Inform parents of the repercussions of not attending school (academically & legally)	9/2/25-1/31/26
Provide resources for outside support to parents (Family Service League)	9/2/25-1/31/26
Increased home visits	9/2/25-1/31/26
Utilization of attendance contracts with students and parents	9/2/25-1/31/26
Utilize pre-PINS diversion program to inform students and families of the dangers of chronic absenteeism.	9/2/25-1/31/26
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?
Letter mailed home at (6, 15 or more) absences	2/1/26 - 6/26/26
Communication with parent/guardians by teams of teachers (5, 14 or more) absences	2/1/26 - 6/26/26
Notification of daily absences through ParentSquare or automated phone call	2/1/26 - 6/26/26
Rewarding students for being present 95% at the end of the year	6/26/26
Rewarding students for being present 100% at the end of the year	6/26/26
Inform parents of the repercussions of not attending school (academically & legally)	2/1/26 - 6/26/26
Provide resources for outside support to parents (Family Service League)	2/1/26 - 6/26/26

Increased home visits	2/1/26 - 6/26/26
Utilization of attendance contracts with students and parents	2/1/26 - 6/26/26
Utilize pre-PINS diversion program to inform students and families of the dangers of chronic absenteeism.	2/1/26 - 6/26/26

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)	Data: Weekly and Monthly Attendance Data Data: Weekly and Monthly Latenesses Data Data: Review long-term absences and chronic absenteeism Attendance Contract Pre-Pins Diversion Meetings	We hope to see an increase in students attending school in both our weekly and monthly attendance reviews. Along with that, we want to work to ensure more students get to school on time so they are not missing their morning classes. Along with this issue, we need to continue to better understand and address chronic absenteeism and long-term absenteeism stemming from two specific issues: 1. Students that are school-phobic and/or have high anxiety 2. Students who leave the country mid-year to return to their native country for long periods of time. Review the number of students on attendance contracts and attempt to reduce that number. Review the number of students on pre-pins diversion and attempt to reduce that number.	

Mid-Year Benchmark(s) (outcome data)	Data: Weekly and Monthly Attendance Data Data: Weekly and Monthly Latenesses Data Data: Review long-term absences and chronic absenteeism Attendance Contract Pre-Pins Diversion Meetings	We hope to see an increase in students attending school in both our weekly and monthly attendance reviews. Along with that, we want to work to ensure more students get to school on time so they are not missing their morning classes. Along with this issue, we need to continue to better understand and address chronic absenteeism and long-term absenteeism stemming from two specific issues: 1. Students that are school-phobic and/or have high anxiety 2. Students who leave the country mid-year to return to their native country for long periods of time. Review the number of students on attendance contracts and attempt to reduce that number. Review the number of students on pre-pins diversion and attempt to reduce that number.	

End-of-the Year Targets (outcome data)	Data: Weekly and Monthly Attendance Data Data: Weekly and Monthly Latenesses Data Data: Review long-term absences and chronic absenteeism Attendance Contract Pre-Pins Diversion Meetings	We hope to see an increase in students attending school in both our weekly and monthly attendance reviews. Along with that, we want to work to ensure more students get to school on time so they are not missing their morning classes. Along with this issue, we need to continue to better understand and address chronic absenteeism and long-term absenteeism stemming from two specific issues: 1. Students that are school-phobic and/or have high anxiety 2. Students who leave the country mid-year to return to their native country for long periods of time. Review the number of students on attendance contracts and attempt to reduce that number. Review the number of students on pre-pins diversion and attempt to reduce that number.	

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: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Student attendance and lateness data-Quarterly	Monitoring Student Attendance and Team Reviews as well as MTSS interventions	An increase in student attendance and a decrease in student lateness	
	Using administrative walkthrough and observations 90% of staff will be utilizing AIM, Do Now & Homework format at the beginning of each class	By incorporating the Vocabulary and DOK Chart into daily instruction, teachers will be better equipped to scaffold learning, promote critical thinking, and align tasks with rigorous learning standards. These practices are designed to increase student engagement and comprehension, ultimately leading to measurable improvements in student achievement.	An increase in student understanding of classroom expectations will lead to an increase in academic achievement. A review of report cards will show an increase in academic achievement.	

	LEAPS Program Attendance and participation	LEAPS will provide Academic support working with the Staff at the Middle School and incorporating the same use of common vocabulary language and depth of knowledge chart	Teachers will see an increase in homework completion for LEAPS participants. Students will develop positive peer relationships, academic and social skills and require less crisis intervention from support staff.	
End-of-the Year Targets	Student attendance and lateness data	Communication with parents and outside agencies to support student absences	An increase in student attendance and a decrease in student lateness	
	Using administrative walkthrough all of the staff will be utilizing AIM, Do Now & Homework format at the beginning of each class	Working with staff to incorporate these components in their lessons.	An increase in student understanding of classroom expectations will lead to an increase in academic achievement	
	LEAPS Program Attendance and participation	The efficacy of the LEAPS program will be evaluated.	Teachers will see an increase in homework completion for LEAPS participants. Students will develop positive peer relationships, academic and social skills and require less crisis intervention from support staff.	

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) Part I	**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	For all of my classes: I know where to access my assignments for each class in the Google Classroom. I know where to access my grades for each class on the portal. The daily Objective/AIM is always posted I know what the expectation is for each lesson I tried my best on the iReady assessments My iReady scores were shared with me			80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree	

	I know my teachers extra help schedules			80% agree or strongly agree	
Staff Survey	I post my aim/objective and homework daily for the students to view I meet with my students after the completion of iReady assessments to share results and progress Students are informed of my extra help schedule Students are attending my extra help sessions I am given the opportunity to collaborate and discuss content, school wide expectations, and routines amongst colleagues.			80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree	
Family Survey	I know how to access and log into my parent portal to monitor my child's grades and attendance. I am aware that I will receive notification regarding my child's academic progress throughout the year.			80% agree or strongly agree 80% agree or strongly agree	

	My child has the opportunity to attend extra help. I am aware of school wide and classroom expectations, procedures, and rules. I am aware of the code of conduct, attendance policy, and the behavioral expectations of my child. I am notified when my child is absent from school			80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree	

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** 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 **Commitment 1**	**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.*
Grow and Strengthen PBIS Program	☐ NEW X EXPAND X REFINE	Our PBIS program is tied to our PBIS plan and students receive "Wave Dollars" for doing the right thing. In an effort to reach a wider audience we want to continue to strengthen this program so that it is powerful for the entire school year by incorporating "Spirit Friday's" and "monthly challenges." We have implemented the Golden Wave Dollar that is worth more than a Blue Wave Dollar. This will encourage more student participation. Our students will be introduced to a wide variety of diverse speakers. We would like to add to the list of speakers and broaden the topics addressed to relate to middle school students and their futures. We have student of the quarter celebrations focused on students being recognized specifically for the pillars of P.R.I.D.E. Next school year, we would like to increase the number of students recognized by teachers for this honor. Students will be recognized on separate occasions for behavioral and academic excellence.

		Students and staff will use restorative practices to build, improve, and maintain relationships. The goal of restorative practices is to create harmony in the school community through creating a sense of belonging and connectedness.

Implementation

(How will we do this?)

KEY STRATEGY 1	PBIS Implementation

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?
During "Blue Wave Day" review the PBIS Matrix to the parents	08/21/25 & 08/25/25
Plan and provide restorative practices schedule for the administrative and support staff	07/02/25 - 08/29/25
Schedule assembly speakers	07/02/25 - 08/29/25
Schedule field trips	07/02/25 - 08/29/25

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Fall Pep Rally	9/2/25-1/31/26
Student of the Quarter based on our PRIDE matrix	9/2/25-1/31/26
Quarterly recognition of academic excellence	9/2/25-1/31/26
Analyze behavioral and academic/team data	9/2/25-1/31/26

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?
Student of the Quarter based on our PRIDE matrix	2/1/26-6/26/26
Quarterly recognition of academic excellence	2/1/26-6/26/26
Analyze behavioral and academic/team data	2/1/26-6/26/26

Progress Monitoring

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

Non-Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Student academic and behavioral data	Increase in overall cumulative student GPA and a decrease in discipline referrals	
	Utilize PBIS matrix	Faculty and staff are observed using the matrix with fidelity	
	Utilize PBIS matrix	Student's demonstration of PRIDE behaviors and participation in wave dollar exchange for prizes	
	Student Survey	Positive Feedback	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	Student academic and behavioral data	Increase in overall cumulative student GPA and a decrease in discipline referrals	
	Monitor students for repeated patterns of negative behaviors	Look for improvement in the number of student discipline referrals submitted	
	Utilize PBIS matrix	Faculty and staff are observed using the matrix with fidelity. Student's demonstration of PRIDE behaviors and participation in wave dollar exchange for prizes	
	Calendar of events	Invite at least one speaker in by mid-year	

End-of-the Year Targets (outcome data)	Student academic and behavioral data	Increase in overall cumulative student GPA and a decrease in discipline referrals	
	Utilize PBIS matrix	Faculty and staff are observed using the matrix with fidelity	
	Utilize PBIS matrix	Students participation in wave dollar exchange for prizes	
	Student survey	Positive feedback	
	Monitor students for repeated patterns of negative behaviors	Look for improvement in the number of student discipline referrals submitted	

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 data: First & second quarter classroom performance	Analyzation of student performance through team meetings and MTSS	Identifying students who achieved academic excellence for the 1st & 2nd quarter (at least 85% average)	
	Student data: Behavior Referrals	Analyzation of referrals and reasons for referrals as well as Restorative Practices	Identify students who displayed appropriate behavior (no referrals)	
	Student/Staff Survey	Data Analysis	Identify how students and teachers feel about the climate of the school	
	Distribution of Waves Dollars	Data Analysis	Review student wave dollar balances and teacher distribution frequency	
	1st & 2nd Quarter PRIDE students of the month	Data Analysis	Identify students who earned recognition for adhering to PRIDE matrix	
End-of-the Year Targets				
	Student data: 3rd & 4th quarter classroom performance	Data Analysis	Identifying students who achieved academic excellence for the 3rd & 4th quarter (at least 85% average)	

	Student data: Behavior Referrals	Analyzation of referrals and reasons for referrals as well as Restorative PracticesAnalyzation of referrals and reasons for referrals as well as Restorative Practices	Identify students who displayed appropriate behavior (no referrals)	
	Student/Staff Survey	Data AnalysisData Analysis	Identify how students and teachers feel about the climate of the school	
	Distribution of Waves Dollars	Data AnalysisData Analysis	Review student wave dollar balances and teacher distribution frequency	
	3rd & 4th Quarter PRIDE students of the month	Data AnalysisData Analysis	Identify students who earned recognition for adhering to PRIDE matrix	

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	In my classes there are opportunities for me to actively participate (sharing ideas, group		96% Strongly Agree or Agree	80% strongly agree, agree	

	work, discussions, etc.) I feel respected and supported at school I feel that I am recognized for making positive decisions (student of the month, caught being good, honor roll, etc.) I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc) When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) I follow the cell phone/earbud policy to the best of my ability		89% Strongly Agree or Agree 84% Strongly Agree or Agree 90% Strongly Agree or Agree 94% Strongly Agree or Agree 96% Strongly Agree or Agree	80% agree or strongly agree 80% strongly agree, agree 80% agree or strongly agree 80% strongly agree, agree 80% agree or strongly agree 80% strongly agree, agree	
Staff Survey	In my classes students are provided with varied opportunities to collaborate with their peers and actively participate (sharing ideas, group work, discussions, etc.)		100% Strongly Agree or Agree 100% Strongly	80% strongly agree, agree 80% agree or strongly agree	

	I feel respected and supported by my colleagues		Agree or Agree		
	I feel respected and supported by my administration		100% Strongly Agree or Agree	80% strongly agree, agree	
	My students show respect within my classroom/office		100% Strongly Agree or Agree	80% agree or strongly agree	
	Students are respectful to one another outside of the classroom.		92% Strongly Agree or Agree	80% strongly agree, agree	
	Students are respectful to staff outside of the classroom.		100% Strongly Agree or Agree	80% agree or strongly agree	
	I feel that the students are recognized for making positive decisions (student of the month, caught being good, honor roll, etc.)		100% Strongly Agree or Agree	80% strongly agree, agree	
	I feel that members of the staff are recognized by the administration for their efforts and accomplishments.		94% Strongly Agree or Agree	80% agree or strongly agree 80% strongly agree, agree	
	I feel that staff members of the school are accepting				

	of student differences (cultural, abilities, gender, etc) I feel that our students are accepting of student differences (cultural, abilities, gender, etc) When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) When our students are in need of assistance I know where to send them or who to send them to for help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) I feel that the cell phone/earbud policy has helped to improve the learning environment		97% Strongly Agree or Agree 94% Strongly Agree or Agree 94% Strongly Agree or Agree 97% Strongly Agree or Agree 97% Strongly Agree or Agree	80% agree or strongly agree 80% strongly agree, agree 80% agree or strongly agree 80% strongly agree, agree 80% agree or strongly agree	
Family Survey	There are many opportunities for my child to actively participate in class and other school activities (clubs, sports, extra help,			80% strongly agree, agree	

	class discussions, group work, etc.) I feel my child is respected and supported at school by their peers I feel my child is respected and supported by staff members at school (teachers, coaches, guidance counselor, social workers, security guards, club advisors, administration, etc) I feel that my child is recognized for making positive decisions (student of the month, caught being good, honor roll, etc.) I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc) When my child is in need of assistance I know who to contact or where to send them to receive help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)			80% agree or strongly agree 80% strongly agree, agree 80% agree or strongly agree Disagree 80% strongly agree, agree or Disagree 80% agree or strongly agree Disagree 80% strongly agree, agree or Disagree 80% agree or strongly agree Disagree	

	I feel that the cell phone/earbud policy has had a positive impact on my child's quality of education.			80% agree or strongly agree Disagree	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

Our Team's Steps

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

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

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate the 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**
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Kimberly Birong	Teacher				6/16/25		6/16/25	6/16/25
Amy Doucette	Teacher/Parent				6/16/25		6/16/25	6/17/25
Shannan Maida	Special Education Teacher				6/16/25		6/16/25	6/17/25
Jaclyn McManus	English as a New Lang. Teacher				6/16/25		6/16/25	6/17/25
Kellyann Parlato	Administrator				6/16/25	4/28-5/2, 6/12/25	6/16/25	6/17/25
Rebecca Ramsey	Special Education Teacher/Parent				6/16/25		6/16/25	6/17/25
Cheryl Walsh-Edwards	Teacher				6/16/25		6/16/25	6/17/25
Amanda Egan	Social Worker							

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
Riverhead Central School District	Riverhead Middle School	7-8

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.

	Align High School and College Courses to Increase Post-Secondary Transition Outcomes
	Community Schools
	Elementary School Looping
	Establish an Early Warning Intervention and Monitoring System
	Evidence-Based Instructional Methods
	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
	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	Collaborate with LEAPS Family Program

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Hiring of a Literacy Teacher	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	
LEAPS Program After School Program that provides Academic and social and emotional support to our Students	9. Incoming Student Induction Programs and Summer Bridge Programs	Funded by an Outside Grant	
Mailing of letters to communicate with Families about the Program	9. Incoming Student Induction Programs and Summer Bridge Programs	40	2,000
Identify Students who would benefit from the Program. Team Leaders will coordinate and the teachers will meet in teams to determine who would	4. Establish an Early Warning Intervention and Monitoring System	15	7,500

benefit from this program. The students' progress will be monitored throughout the year. The teachers will provide monthly recommendations.			
Informative Sessions with families about Middle School and the academic support, athletic and extra curricular acitivities that is available by Teachers	9. Incoming Student Induction Programs and Summer Bridge Programs	40	3,500
Teacher Pay for iReady Assessment Evaluations for Baseline, mid-year and End of year Diagnostic Results.	4. Establish an Early Warning Intervention and Monitoring System	15	10,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	23,000

INSTRUCTIONAL KEY STRATEGY 2	Establishing Common and Consistent Classroom Routines

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Agenda Books Student Information Booklet that assists with Organization for Students in Executive Functions.	Multi-Tiered System of Supports – Integrated (MTSS-I)	45	10,400
Review of PBIS classroom Matrix by teachers in Homeroom Student expectations in the classroom that involve common classroom routines by teachers	5.Evidence-Based Instructional Methods	46	
Implementation of Vocabulary based on Content area-Literacy in all Content Areas-Possible PD	5.Evidence-Based Instructional Methods	40	15,000
Depth of Knowledge utilized in Instruction-PD	5.Evidence-Based Instructional Methods	40	15,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	40, 400

INSTRUCTIONAL KEY STRATEGY 3	Improvement in Attendance

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Attendance Monitoring. Enhanced communication with Families regarding student attendance by Teams	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	
Letters mailed home at 6, 12 or more absences		40	2,000
Provide outside support to parents such as the Family Service League or Pre pins diversion program.			
Utitlization of Attendance Contracts Attendance Certificates for students with 95% present in school		45	500

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	2500

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	65,900

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Grow and Stregthen PBIS Program

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Rewards for Positive Behaviors-Trips	Multi-Tiered System of Supports – Integrated (MTSS-I)		10,000
Student of the Quarter Celebrations Breakfasts and Ice Cream Socials	Multi-Tiered System of Supports – Integrated (MTSS-I)		1,000
Speaker Series	Professional Learning Communities		15,000
Pep Rally Initiatives			2,000

Teacher Coverage for Analyzation of Behavioral data	Restorative Practices		5000

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	33,000

NON-INSTRUCTIONAL KEY STRATEGY 2	

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Coverages for SCEP 3X a year	Plan Monitoring	15	25,000
Teacher Coverage for Academic Performance Targets 3X a year	Plan Monitoring	15	25,000
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING	5,000

2026-27 Plan Development Expenses

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

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	103,900