



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Plattsburgh City School District	Arthur P. Momot Elementary School	PreK-5

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Momot 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 share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

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	
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)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
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

The Student Interview process informed the Team's Plan by the following:

- **Summary of Insights Gained from the Student Interview Process**
- **The student interview process provided valuable insights that directly informed and shaped the team's plan. Key takeaways included:**
 - **Understanding Student Needs:** Interviews revealed specific challenges students face, such as time management, access to resources, or clarity in instructions. This helped the team prioritize solutions that address these pain points.
 - **Identifying Preferences:** Students shared their preferences for learning styles, communication methods, and support systems. These preferences guided the team in designing more student-centered strategies.
 - **Highlighting Gaps:** The interviews uncovered gaps between what students expect and what is currently offered. This allowed the team to adjust their plan to bridge those gaps effectively.
 - **Validating Ideas:** Some of the team's initial ideas were confirmed through student feedback, providing confidence in moving forward with those elements.
 - **Encouraging Collaboration:** The process fostered a sense of inclusion and collaboration, ensuring that student voices were central to the planning process.

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.

At a school identified for underperformance among specific student subgroups, a shift begins to take place. Educators and leaders recognize that traditional, one-size-fits-all approaches are not meeting the diverse needs of their students. In response, they implement a dual strategy: Multitiered Systems of Supports (MTSS) and Restorative Practices.

As a team we feel MTSS is the backbone of academic and behavioral support. Teachers use data to identify students who are struggling—not just academically, but socially and emotionally. In Tier 1, all students benefit from high-quality, inclusive instruction and clear behavioral expectations. But for those who need more, Tier 2 and Tier 3 interventions offer targeted and individualized support. This ensures that no student falls through the cracks, especially those in subgroups who may have historically been overlooked or underserved.

Non-Instructional Key Strategies for Improvement

At the same time, our school embraces restorative practices to transform its culture. Instead of relying on punitive discipline, educators foster a climate of respect, accountability, and healing. When conflicts arise, students are invited into restorative circles where they can express themselves, listen to others, and repair harm. This approach reduces suspensions and expulsions—especially among students of color and those with disabilities—who are often disproportionately affected by exclusionary discipline. Together, these strategies create a more equitable and supportive environment. Students feel seen, heard, and valued. They are more engaged in their learning, more connected to their peers and teachers, and more likely to succeed. Over time, the data begins to reflect this transformation: attendance improves, disciplinary incidents decline, and academic performance among the identified subgroups begins to rise.

Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<p>Direct Instruction</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>Evidence-Based Instructional Methods</p> <p>Our data has shown that students below grade level have made great progress in the Research based programs by having two periods of instruction that includes: the intervention being taught every day, it is taught from bell to bell, is presented as it is in the book, students understand the routines of the program, they respond chorally when called for, correction is direct explicit and provided immediately, students are required to track with their fingers, the learning objective of the lesson is reviewed at the beginning of the lesson and throughout the lesson, mastery test are given, check outs, and unit assessments are administered as prescribed by the program, A “Perky Pace” will be used during the lesson, students are correctly placed in the programs, and the teacher provides positive feedback to encourage and motivate students.</p> <ul style="list-style-type: none"> • Improve student achievement (academic) • Provide research-based interventions to all students • Be proactive rather than reactive • Making decisions based on the use of student data • Improve communication with all stakeholders • Provide teachers support through resources and training • Decrease number of special education and 504 referrals

Non-Instructional Key Strategies for Improvement

		<p>Momot Elementary School uses a systems approach to improve student academic achievement by providing a Tiered approach to ELA and Mathematics learning. Students are met at their respective educational levels and are provided with intensive or strategic interventions to reach grade level using direct instruction models. Students who are at grade level are monitored three times a year using the national normed EASYCBM assessment. The students who are falling out of benchmark or grade level are given the 5 Mores to help support where instructional gaps may be present. Data teams meet monthly to assess and ensure progress is being made within the action plan. If progress stalls in any of these programs, action plans are made during Data Day meetings to assist teachers with research-based interventions to help move the students in a positive direction. Twice a year a Systems Test is performed in our building where data is reviewed for all tiered levels ensuring that each level is making adequate growth to ensure the system is working. This information is shared with all teaching staff and intervention providers as well as CI3T district leadership teams. The Systems test is also shared at an annual Board of Education spotlight ensuring all stakeholders are aware of systems growth and or needs of improvement. The District CI3T Leadership Team implements changes as needed based on the data.</p>
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Implementation

How will we do this?

KEY STRATEGY 1: DIRECT INSTRUCTION & TUTORING		
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Data Teams will meet to review data, filter students and establish instructional groups. Students who are two or more grade levels behind will receive intensive program services in ELA which will consist of two periods of instruction trying to make up two years in one .		09/03/2025
New building level administration will learn the MTSS system through professional development and mentoring opportunities.		10/31/2025
Purchase of Tier 2 & 3 direct instruction programming materials.		9/3/2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
School Data Team meets monthly to monitor progress, adjust pacing of instruction, and assign action plans for adjusted goals.		monthly
Students will receive direct instruction programming.		year-long
Students will be progress monitored on a monthly basis.		Monthly
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
School Data Team convenes in January to review midyear benchmark testing and create new instructional groups based on data.		January
School Data Team meets monthly to monitor progress, adjust pacing of instruction, and assign action plans for adjusted goals.		monthly
Students will receive direct instruction programming.		year-long
Students will be progress monitored on a 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)	Examine and analyze trends of Fall EASYCBM assessment.	We hope to see that students have not regressed over the summer months by comparing the fall data with the spring data from the year before.	
	Implementation LookFors	The "Look For" will monitor the following: : the intervention being taught every day, it is taught from bell to bell, is presented as it is in the book, students understand the routines of the program, they respond chorally when called for, correction is direct explicit and provided immediately, students are required to track with their fingers, the learning objective of the lesson is reviewed at the beginning of the lesson and throughout the lesson, mastery test are given, check outs, and unit assessments are administered as prescribed by the program, A "Perky Pace" will be used during the lesson, students are correctly placed in the programs, and the teacher provides positive feedback to encourage and motivate students.	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	<p>Winter Benchmark assessments are administered.</p> <p>System Test completed by Data Team.</p>	<p>We hope to observe tier-movement: tier 3 to tier 2 or 1 and/or tier 2 to tier 1.</p> <p>None of our Tier I, II, or III systems are scoring in the bottom quartile when a systems test is completed from Fall to Winter.</p>	
End-of-the Year Targets (outcome data)	<p>Systems Test completed by Data Team</p>	<p>None of our Tier I, II, or III systems are scoring in the bottom quartile when a systems test is completed from Winter to Spring. Also 1% of our students advance from the middle Quartile to the Top Quartile and 2% of our students advance from the bottom to the middle Quartile.</p>	

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	"I feel like I do well in school."	Key Strategy #1	68% either "often" or "sometimes"	85%	
Staff Survey	"My school promotes academic success for all students."	Key Strategy #1	56 % either "somewhat agree" or "somewhat disagree"	85%	
Family Survey	"Teachers and staff at my student's school promote academic	Key Strategy #1	13% "somewhat disagree" or	90%	

Non-Instructional Key Strategies for Improvement

	success for all students."		"strongly disagree"		
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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	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.
Promote and preserve a school culture that champions positivity, Perseverance, teamwork, resilience and empowerment in our learning environment.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<ul style="list-style-type: none"> We will continue to rely on our district's PBIS Hornet Culture Counts initiative to align our building with best practices for building positive relationships with students through modeling, respect and intervention. Continue to offer TCIS training for Social/Emotional support during crises with utilization of de-escalation techniques <p>Continue to develop and implement a comprehensive school counseling plan for students K-12 focused on social-emotional development.</p> <p>Overall, this priority must be pursued in our building to address the concerns that have been identified by staff, students and families. The culture of our district is our north star – it is the basis of how we will accomplish everything else in our plan.</p> <p>The priority statement emphasizes family and community involvement, which aligns with insights gained from the Envision-Analyze-Listen activities. These activities highlighted the importance of collaboration, trust-building, and community engagement in addressing concerns. By involving stakeholders (staff, students, and families), the building can tailor its approach based on their input, ensuring a more effective implementation.</p>

Non-Instructional Key Strategies for Improvement

		The priority aligns with the School Comprehensive Education Plan (SCEP) commitments by emphasizing student success, trust, and holistic preparation. It directly supports SCEP goals related to student-centered education, workforce readiness, and social-emotional development. The inclusion of all stakeholders in training reinforces the commitment to equity and collaboration.
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Implementation

(How will we do this?)

KEY STRATEGY 1	
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?
Continue to use PBIS Hornet Culture Counts to align our building with best practices for building positive relationships with students through modeling, respect and intervention.	09/25
Continue to use research based best practices through PBIS to build strong relationships with students. Continue the use of Circles to create that rapport and gain trust in students.	09/25
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?
Continuation of Sweethearts and Heroes circles programming and weaving the principles of this work into the fabric of our culture through integration. Menu of integration choices will be offered.	09/25
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?
Circle training for all Non-Tenure staff and students, SEL programming offerings will continue for new staff and students and will be scheduled through the fall and winter of 25-26 school year. training will ensure that all of our staff are trained in circles and that all of our students have access to the SEL message.	11/25

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)	100 Percent of all Non-Tenure staff trained	Participation is increasing among staff and students.	
Mid-Year Benchmark(s) (outcome data)	½ of Non-Tenured staff completing more than one circle per month.	Participation is increasing and students are starting to lead circles in classrooms.	
End-of-the Year Targets (outcome data)	All Non-Tenured staff complete more than one circle per month	25% participation from students leading circles in classrooms	

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	"Students treat each other well."	Key Strategy #2	41% "sometimes" and "never"	85%	
Staff Survey	"Students at my school treat each other with respect."	Key Strategy #2	29% "somewhat disagree" and "never"	85%	
Family Survey	"My student is frequently recognized for good behavior."	Key Strategy #2	19% "somewhat disagree" and "never"	85%	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required 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
Scott Osborne	Principal	3/6	3/14	3/20	5/29	6/2	6/10	6/10, 6/11
Amanda Cota	Prekindergarten Teacher	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Melissa Caraballo	Teacher	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Lindsey Frakes	Teacher	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Megan Duquette	Special Education teacher	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Karin Raville	Teaching Assistant	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Michelle Rugar	Library Aide	3/6	3/14	3/20	5/29		6/10	6/10, 6/11
Sarah Randall	School Psychologist	3/6	3/14	3/20	5/29		6/10	6/10, 6/11

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
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School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Plattsburgh City School District	Arthur P. Momot Elementary School	PreK-5

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

SIG Expenditure 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

SIG Expenditure Plan

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: DIRECT INSTRUCTION			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Direct Instruction materials	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	Code 45	\$64,000
Training: MTSS Data Team Analysis of data and plan adjustment	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$7,000
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$71,000

INSTRUCTIONAL KEY STRATEGY 2:			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 3			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 4			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 5			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1: PROMOTE & PRESERVE POSITIVE SCHOOL CULTURE			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Training: Universal Team Analysis of data and plan adjustment	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$4,000
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$4,000

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
	Plan Monitoring		

SIG Expenditure Plan

	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
TOTAL AMOUNT FOR PLAN MONITORING			

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			

MOMOT ELEMENTARY SPECIAL AREA SCHEDULES 2024-25

	Monday					Tuesday					Wednesday					Thursday					Friday					
	PE-T	PE-K	Art	Music	Library	PE-T	PE-K	Art	Music	Library	PE-T	PE-K	Art	Music	Library	PE-T	PE-K	Art	Music	Library	PE-T	PE-K	Art	Music	Library	
8:40-9:20	5-Adams			5-Frakes	5-Dwyer	5-Adams	5-Frakes			5-Dwyer		5-Frakes	5-Dwyer		5-Adams	5-Dwyer		5-Adams		5-Frakes	5-Dwyer		5-Frakes	5-Adams		
9:20-9:40																										
9:40-10:20	4-Taylor	4-Edwards	8:1 Seem		4-Herkalo	4-Herkalo	2-Zerbe	2-Caraballo	4-Taylor	8:1 Seem	4-Edwards	4-Taylor	4-Herkalo	4 - Edwards	2-Thew	4-Herkalo	4 Edwards		2-Thew	4-Taylor	8:1 Gr. 3/4/5		4 - Edwards	4-Herkalo	4-Taylor	
10:20-11:00		2-Zerbe	2-Thew	2-Caraballo			2-Thew	2-Caraballo	2-Zerbe			2-Zerbe		4-Herkalo	2-Thew			2-Zerbe	2-Thew	2-Caraballo	2-Thew	8:1 Gr. 3/4/5		2-Zerbe	4-Taylor	
11-11:45	SPECIAL AREA STAFF LUNCH																									
11:45-12:25	K-LeCuyer	K-Kavanagh			K-Saidler	K-LeCuyer	K-Kavanagh	K-Saidler	K-LeCuyer	K-Kavanagh	K-Kalvaitis	K-Saidler	K-Kalvaitis	K-Kavanagh	K-LeCuyer	K-Kavanagh	K--Saidler	K-Kalvaitis	K-Kavanagh	K-LeCuyer			K-Kavanagh	K-Saidler	K-Kalvaitis	
12:25-12:50																										
12:50-1:30	3-Donoghue	3-Bistor-Cross	3-O' Neil	Pre-K	1-Walsh	1-Darst	8:1 Polhemus	1-Walsh	3-Donoghue	O' Connell		Walsh	1-Darst	3-Donoghue	8:1 Garrand	3-Bistor-Cross	3-O' Neil	Polhemus	1-Walsh	3-O' Neil	3-Bistor-Cross	3-Donoghue	8:1 Garrand	3-Bistor-Cross	Pre-K	
1:35-2:15	O' Connell	8:1 Garrand	8:1 Bistor-Cross	3-O' Neil	1-Walsh	1-Darst	8:1 Polhemus	1-Walsh	3-Donoghue	O' Connell	1-Walsh	O' Connell	Walsh	1-Darst	8:1 Garrand	3-Bistor-Cross	3-O' Neil	Polhemus	1-Walsh	3-O' Neil	3-Bistor-Cross	3-Donoghue	8:1 Garrand	3-Bistor-Cross	Pre-K	