



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Phelps-Clifton Springs Central School District	Middle/High School	7-12

Collaboratively Developed By:

The Midlakes Middle-High School SCEP Development Team

Melanie Bowman, Erin Everson, Denise Kelly, Laura Robbins, Nicole Young, Scott Monagle, Angela Simmons, Joe Godfrey, Brittany Sullivan, Wendy Sheffield, Amy Sleeman, Dan Wheeler, Sarah Thyne- Teachers

Jeff Hamelinck- Director of Curriculum and Instruction

Laura VanLaeken-Assistant Principal

Jim Giancursio- Assistant Principal

Daniel McAlpin- Principal

Andrea Eldridge-Director of Special Programs

Michelle Pane, Sarah Lincoln-Parents

Maddie Haers, Gavin Vanderwall, Claire Givens, Ralsei Kline, Riley Potter, Emma Middlebrook, Troy Trzeciak, Torrin Lane, Kaitlyn Frederick, Peter Kettelkamp, Justin Nealey, Alexis Davies, Libby Pane, Matthew Richards, Alyssa Crance, Kiera Stickles, Myranda Galligan, Ariana Hicks, Brayden Trickey, Colin Williamson, Aaron Crouch, Lilly Hargarther, Alexis Kopetchney, Owen Lomis, Annabel Trickey- Students.

And in partnership with the staff, students, and families of Midlakes Middle-High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

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

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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>.

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Intervention

If "X" is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<ul style="list-style-type: none"> Prioritizing Instructional Time Development of Curriculum and SEL Curriculum Creating a Community of Learners
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>Prioritizing Instructional Time Instructional time is a finite resource, and instructional coaching helps teachers use it more effectively by focusing on high-impact teaching strategies. The Envision phase ensures that both teacher and coach are aligned on goals that prioritize essential content and instructional approaches that maximize student engagement and learning. This focus helps teachers streamline lessons, eliminate inefficient practices, and make every minute of instructional time count. During the Analyze phase, coaches help teachers reflect on how time is used in their lessons, identifying areas where pacing could be improved or more active learning opportunities created. Through the Listen phase, teachers can voice concerns about time management, allowing coaches to provide practical, tailored solutions.</p> <p>Developing Curriculum Instructional coaching plays a vital role in curriculum development by helping teachers align instructional practices with curriculum goals and standards. In the Envision phase, coaching can guide teachers to create or refine curriculum maps that are standards-based and responsive to student needs. This stage allows teachers to focus on building coherent, sequential</p>

Evidence-Based Intervention

lessons that integrate key concepts and skills. During the **Analyze** phase, teachers and coaches review student work and assessment data to evaluate whether the curriculum is meeting learning goals, making adjustments as needed to ensure that students are making progress. In the **Listen** phase, instructional coaching fosters dialogue about curriculum challenges, helping teachers to reflect on what's working and what needs revision, ultimately leading to a more intentional and responsive curriculum design.

Creating a Community of Learners

Instructional coaching contributes to building a professional community of learners by emphasizing collaboration and reflective practice. In the **Envision** phase, teachers work alongside coaches to develop a shared vision for the classroom that promotes a positive learning environment, where students feel valued and supported. This process is critical for fostering a culture of learning among both teachers and students. The **Analyze** phase encourages collaborative problem-solving and data-driven decisions, where teachers can share insights, reflect on instructional strategies, and learn from one another's successes and challenges. Through the **Listen** phase, coaching emphasizes empathy and active listening, creating a supportive space for teachers to express their thoughts and concerns, which strengthens the overall sense of community within the school.

Rationale for the Connection

Instructional coaching not only supports individual teacher growth but also addresses the broader need for efficient use of instructional time, cohesive curriculum development, and a collaborative learning culture. By grounding its approach in the **Envision/Analyze/Listen** process, instructional coaching ensures that each of these elements is integrated into daily practice, leading to more intentional, data-informed teaching that benefits students, teachers, and the school community as a whole. The continuous reflection and feedback cycles that coaching offers reinforce the importance of these priorities, helping teachers to refine their practice and ensure that all students have access to high-quality learning experiences.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school is committed to academic improvement through consistent practices to ensure instructional time is prioritized.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment fits into the school’s vision by aligning with the overarching goal of providing high-quality education and fostering an environment where every student can succeed academically. By prioritizing instructional time, the school ensures that students have the necessary opportunities to engage deeply with the curriculum, thus supporting their academic growth and overall development. This focus on consistent practices for academic improvement reflects the school's dedication to excellence and continuous progress.</p> <p>This commitment emerged from recognizing the critical role that effective and uninterrupted instructional time plays in student achievement. Through data analysis, stakeholder feedback, and observations, the school has identified interruptions and distractions from instruction and time management as areas needing improvement. By committing to this, the school aims to address these issues, create a more stable and productive learning environment, and ultimately improve academic outcomes for all students.</p> <p>This commitment complements other initiatives focused on academic excellence, equity, and student well-being. It integrates with long-term plans by laying a strong foundation for sustained academic improvement and setting the stage for future advancements in curriculum development, teaching strategies, and student support services. By establishing consistent practices around instructional time, the school can build on this commitment to achieve broader educational goals and ensure that all students are well-prepared for future success.</p>

Key Strategies

In column 1, input a **total** of one to four 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, identify if 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 to 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.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Our current “High Risk” absentee rate is 25%. The school will improve the High Risk rate by 5% during the 24-25 school year (High risk >10%)</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>From our needs assessment, we identified several data trends and student interview responses that support the focus on improving attendance as a key strategy. The data shows a clear trend of declining student attendance, with chronic absenteeism affecting academic performance across multiple subjects. Specifically, we observed a correlation between low attendance rates and lower achievement levels. In interviews, students expressed challenges related to transportation, health issues, and feeling disengaged from the school environment, all of which contribute to absences.</p> <p>Since improving student attendance is not a new strategy for the school, next year we will expand this initiative by introducing more tiered interventions. This includes a parent connection program aimed at addressing individual student challenges and a new community outreach effort to strengthen partnerships with families, ensuring they are supported in helping students maintain consistent attendance.</p>
<p>By the end of the 24-25 school year, the school will establish a system to track the number of minutes of class time missed (ISS, OSS, e-hallpass, tardy, early dismissal).</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The needs assessment revealed key data trends and student feedback that support the selected Key Strategy. Attendance and suspension data show that many students miss significant class time due to absences, behavioral issues, and frequent non-academic reasons like bathroom breaks. Student interviews highlighted disengagement during lessons and a desire for more relevant, interactive activities. To address these issues, the school will expand restorative practices to reduce suspensions and refine classroom strategies by establishing a system to track the amount of time students miss throughout the year. These efforts aim to identify students who are chronically absent, but also students who are chronically out of the classroom.</p>
<p>Students focused on instruction while in class to improve course pass rates.</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Our needs assessment revealed that inconsistent cell phone policies and lack of structured support in study halls and learning centers are contributing to decreased student focus and engagement. Both data trends and student interviews highlight cell phones as a major distraction and indicate a need for clearer rules and more structured academic support. To address this, next year we will expand our cell phone policy school-wide and refine our approach by implementing consistent study hall expectations with targeted support in learning centers.</p>

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<ul style="list-style-type: none"> • Develop a process to address absenteeism. <ul style="list-style-type: none"> ○ Data and student tracking ○ Interventions for when students are absent ○ Systems for students who return from absences to recover academics 	When will this be in place? <input type="checkbox"/> by EPM X by MYB
<ul style="list-style-type: none"> • Develop a driving policy to address student drivers who are tardy regularly 	X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Schedule collaborative time to discuss student attendance with grade-level or departmental groups with the support of coaching 	X by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Time for development of the plans • Collaborative time • Driving Policy • Instructional Coach 	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
<ul style="list-style-type: none"> • Identify the resources used to collect the minutes missed <ul style="list-style-type: none"> ○ E-hallpass ○ Schooltool 	When will this be in place? X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop a process to track minutes missed by students and subgroups. 	X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Schedule collaborative time with building leaders to discuss time away from learning and develop action steps for students based on cut points once baseline is established. Coach to support 	<input type="checkbox"/> by EPM X by MYB
<ul style="list-style-type: none"> • Share with key staff the students who are missing too much instructional time and plans to address. 	<input type="checkbox"/> by EPM X by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Time for development of plans • Collaborative time • Systems expert for exporting and collection of data • Communication tool • Instructional Coach 	

Commitment 1

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
<ul style="list-style-type: none"> Develop a consistent cell phone policy for students 	X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Establish expectations around learning center and supported study halls 	X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Develop and Implement quarterly benchmarks aligned to course summative assessments Have teachers score and analyze results Develop action steps for instruction based on results 	<input type="checkbox"/> by EPM X by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> Money to pay for summer work and hours beyond contractual day to develop benchmark assessments Time to collaborate around vertical alignment of curriculum and instruction across grades Communication tool on cell phone policy and expectations for learning center and supported study halls Instructional Coach 	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Our current “High Risk” absentee rate is 25%. The school will improve the High Risk rate by 5% during the 24-25 school year (High risk >10%)	Monthly “At Risks” (5-9%) and “Chronically Absent (10+%)” data	<ul style="list-style-type: none"> Data Tracking system that identifies which students are absent and actions being taken to improve Improved attendance for identified students School rates below 20% 	

Commitment 1

<p>By the end of the 24-25 school year, the school will establish a system to track the number of minutes of class time missed (ISS, OSS, e-hallpass, tardy, early dismissal).</p>	<p>Process to track minutes missed, scheduled collaborative time to review data and address</p>	<ul style="list-style-type: none"> • Identify the resources used to collect the minutes missed <ul style="list-style-type: none"> ○ E-hallpass ○ Schooltool • Develop a process to track minutes missed by students and subgroups. • Schedule collaborative time with building leaders to discuss time away from learning and develop action steps for students based on cut points once baseline is established. 	
<p>Students focused on instruction while in class to improve course pass rates.</p>	<ul style="list-style-type: none"> • Cell phone policy developed • Expectations for Learning Center and Supported Study Halls Developed • Quarterly Benchmarks 	<ul style="list-style-type: none"> • Policy and Expectations developed, shared, and being followed • Quarterly benchmarks developed and implemented 	

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

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>
<p>Mid-Year Benchmark(s)</p>	<p>Chronic Absenteeism Rate</p>	<p>Absenteeism Rate below 20%</p>	
<p>End-of-the Year Targets</p>	<p>Course Pass Rates improve by the following:</p>	<p>If 23-24 was:</p> <ul style="list-style-type: none"> • 70-80% increases by 10% • 81-90% increases by 5% • 91-95% increases by 3% • 96-100% increase or maintain 	

Commitment 1

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>% agree or strongly agree</i>	Desired response <i>% agree or strongly agree</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	How Strongly do you agree or disagree with the following statement about this school? Mark one response: The things I am learning at this school are important to me.	74%	80%	
Staff Survey	How Strongly do you agree or disagree with the following statement about this school? Mark one response: Staff at this school work together to ensure an orderly environment.	69%	75%	
Family Survey	How Strongly do you agree or disagree with the following statement about this school? Mark one response: Attending school every day is important for my child to do well in their classes.	95%	97%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school is committed to academic and social/emotional improvements through the development of curriculum and instructional practices.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment aligns with the school's vision by ensuring that all students receive a holistic education that addresses both academic and social/emotional needs. It reflects the school's dedication to nurturing well-rounded individuals who are not only academically proficient but also emotionally resilient and socially responsible.</p> <p>Why did this emerge as something to commit to?</p> <p>This commitment emerged as a priority due to the growing recognition of the interconnectedness of academic success and social/emotional well-being. Feedback from stakeholders, including teachers, parents, and students, highlighted the need for a more integrated approach to education that supports the whole child. Research has shown that students who receive comprehensive support in both academic and emotional areas tend to perform better overall and develop critical life skills.</p> <p>What makes this the right commitment to pursue?</p> <p>This commitment is the right one to pursue because it directly addresses the fundamental needs of students in today's educational landscape. By focusing on both academic and social/emotional improvements, the school can create a more supportive and effective learning environment. This dual focus is essential for preparing students to navigate the complexities of the modern world, ensuring they have the skills necessary for academic success and personal well-being.</p> <p>How does this fit into other commitments and the school's long-term plans?</p> <p>This commitment complements other educational priorities such as fostering a positive school culture, promoting student engagement, and ensuring equitable access to learning opportunities. It is part of a broader strategic plan aimed at continuous improvement and long-term student success. By integrating this commitment with other initiatives, the school can create a cohesive and comprehensive approach to education that aligns with its overarching goals and vision for the future.</p>

Key Strategies

In column 1, input a **total** of one to four 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, identify if 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 to our school. For any key strategy

Commitment 2

that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Improve the combined core subject index to a level 2 aggregate score, including within the subgroup of students receiving special education services.</p> <ul style="list-style-type: none"> • Baseline core subject index for all students is 97.7 and will improve to 108.6 • Special Education core subject index is 18.6 and will improve to 40 (15 students moving from 1 to 2 or 2 to 3) 	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Our needs assessment revealed performance gaps, with the need to create benchmarks across grade levels. Data showed a need for alignment between curriculum and assessments, and student interviews highlighted a need for more engaging, relevant lessons and clearer expectations. To expand on current strategies, we will refine curriculum maps to better align with state standards, create clear course benchmarks, and use the results to adjust instruction, ensuring students receive targeted support to meet expectations.</p>
<p>Establish a baseline from the 2024 June Regents examination and improve the composite score for all Regents exam by 5%</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Our needs assessment revealed performance gaps, with the need to create benchmarks across grade levels. Data showed a need for alignment between curriculum and assessments, and student interviews highlighted a need for more engaging, relevant lessons and clearer expectations. To expand on current strategies, we will refine curriculum maps to better align with state standards, create clear course benchmarks, and use the results to adjust instruction, ensuring students receive targeted support to meet expectations.</p>
<p>Increase student course passing rates from the previous year by a defined rate:</p> <ul style="list-style-type: none"> • 70-80% increases by 10% • 81-90% increases by 5% • 91-95% increases by 3% • 96-100% increase or maintain 	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Our needs assessment revealed performance gaps, with the need to create benchmarks across grade levels. Data showed a need for alignment between curriculum and assessments, and student interviews highlighted a need for more engaging, relevant lessons and clearer expectations. To expand on current strategies, we will refine curriculum maps to better align with state standards, create clear course benchmarks, and use the results to adjust instruction, ensuring students receive targeted support to meet expectations.</p>

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
<ul style="list-style-type: none"> • Create course benchmarks for all courses based on state-aligned assessments and outcomes. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop curriculum maps focused on vertical alignment. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop common language for staff. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Align Academic Recovery Plan (ARP) 7-12 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Schedule and Money for Summer curriculum writing for benchmarking • Schedule and Bldg. Admin present at Collaboration time for departments • Building Instructional Council to oversee SCEP implementation and department meeting planning • Instructional Coach 	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
<ul style="list-style-type: none"> • Create course benchmarks for all courses based on state-aligned assessments and outcomes. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop curriculum maps focused on vertical alignment. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop common language for staff. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Align Academic Recover Plan (ARP) 7-12 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Schedule and Money for Summer curriculum writing for benchmarking • Schedule and Bldg. Admin present at Collaboration time for departments • Building Instructional Council to oversee SCEP implementation and department meeting planning • Instructional Coach 	

Commitment 2

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
When will this be in place?	
<ul style="list-style-type: none"> • Create course benchmarks for all courses based on state-aligned assessments and outcomes. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop curriculum maps focused on vertical alignment. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop common language for staff. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Align Academic Recover Plan (ARP) 7-12 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Development of tiered intervention with PSO for small groups to address student Social/emotional skills and needs 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Schedule and Money for Summer curriculum writing for benchmarking • Schedule and Bldg. Admin present at Collaboration time for departments • Building Instructional Council to oversee SCEP implementation and department meeting planning • System building for PSO small, focused groups (Tier 2) • Vertical alignment curriculum revision 	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	Course Benchmark Data	Assessment data related to the standards by grade-level and current levels of performance.	
2	Course Benchmark Data	Assessment data related to the standards by grade-level and current levels of performance.	
3	Course Benchmark Data and Quarter grades	Assessment data related to the standards by grade-level and current levels of performance. Quarter grade passing rates	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	Course Pass Rates improve by the following:	If 23-24 was: <ul style="list-style-type: none"> • 70-80% increases by 10% • 81-90% increases by 5% • 91-95% increases by 3% • 96-100% increase or maintain 	
End-of-the Year Targets	NYS Assessment Data for Grades 7/8 Regents results in Grades 9-12	<ul style="list-style-type: none"> • Baseline core subject index for all students is 97.7 and will improve to 108.6 • Special Education core subject index is 18.6 and will improve to 40 (15 students moving from 1 to 2 or 2 to 3) • Improve the composite score for all Regents exam by 5% 	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>How Strongly do you agree or disagree with the following statement about this school? Mark one response:</p> <p>The things I am learning at this school are important to me.</p>	74%	80%	
Staff Survey	<p>How Strongly do you agree or disagree with the following statement about this school? Mark one response:</p> <p>This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, accelerated courses, AP or Gemini)</p>	77%	82%	
Family Survey	<p>How Strongly do you agree or disagree with the following statement about this school? Mark one response:</p> <p>This school has high expectations for students</p>	65%		

COMMITMENT 3

(this section can be deleted if there is no third Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school is committed to creating community of learners that is safe, empathetic, and welcoming with emphasis on being kind, responsible, respectful, and independent</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>How does this commitment fit into the school’s vision? This commitment aligns with the school’s vision by promoting a safe, empathetic, and welcoming learning environment. By emphasizing kindness, responsibility, respect, and independence, the school ensures that these core values are integrated into the daily experiences of students and staff. This creates a cohesive community that supports the holistic development of every learner, preparing them to be well-rounded individuals in their future endeavors.</p> <p>Why did this emerge as something to commit to? This commitment emerged from a recognition of the importance of fostering a positive school culture where every member feels valued and supported. Factors such as increasing awareness of mental health issues, the need for social-emotional learning, and the desire to create an inclusive environment influenced this decision. By committing to these principles, the school addresses the fundamental needs of its community, ensuring that all learners can thrive.</p> <p>What makes this the right commitment to pursue? This commitment is the right one to pursue because it addresses the foundational aspects of a positive learning environment. By focusing on safety, empathy, and inclusivity, the school is setting the stage for academic and personal success. Additionally, these values are universally beneficial, making the school a better place for all members of its community. The emphasis on kindness, responsibility, respect, and independence fosters a supportive atmosphere where students can develop the skills and character needed for lifelong success.</p> <p>How does this fit into other commitments and the school’s long-term plans? This commitment complements other school commitments, such as academic excellence, innovation in teaching, and community engagement. By ensuring a safe and supportive environment, the school creates the conditions necessary for these other goals to be achieved. In the long term, this commitment supports the school’s mission to develop well-rounded individuals who are not only academically proficient but also emotionally and socially competent. It aligns with broader educational trends that prioritize holistic development and prepares the school community to meet future challenges with resilience and empathy.</p>

Key Strategies

In column 1, input a **total** of one to four 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, identify if 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 to 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?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Create surveys and focus groups to provide feedback around culture. Establish a baseline for the data and identify improvement goals-Use data from surveys this spring</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The needs assessment indicates that our Key Strategy is well-suited to our school’s context, as data trends reveal a decline in student engagement and feelings of belonging. Student interviews highlight a desire for stronger connections with peers and staff, suggesting that enhancing our school culture is crucial. To refine our existing social-emotional learning (SEL) program, we will focus on fostering inclusivity through community-building activities and culturally relevant practices, ensuring that all students feel valued and supported in a safe environment where they can thrive.</p>
<p>During the 24-25 school year, the school will reduce behavioral referrals by 5% from 23-24 school year.</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The needs assessment indicates that our Key Strategy is well-suited to our school’s context, as data trends reveal a decline in student engagement and feelings of belonging. Student interviews highlight a desire for stronger connections with peers and staff, suggesting that enhancing our school culture is crucial. To refine our existing social-emotional learning (SEL) program, we will focus on fostering inclusivity through community-building activities and culturally relevant practices, ensuring that all students feel valued and supported in a safe environment where they can thrive.</p>
<p>During the 24-25 school year, the school will increase the # of Eagle Acknowledgements by 10% from the 2024 school year.</p>	<p>X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The needs assessment suggests that our Key Strategy of implementing positive, specific praise is the right approach, as data trends reveal a need for improved student motivation and engagement. Student interviews indicate that many feel their efforts go unrecognized, highlighting the importance of acknowledging their achievements. To refine this strategy, we will focus on training staff to provide targeted, meaningful praise that aligns with students' individual strengths and efforts, fostering a more supportive and encouraging school culture where every student feels valued and inspired to succeed.</p>

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<ul style="list-style-type: none"> • Create surveys for parents, students and staff. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Develop forums for student voice 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Time to create Surveys, money to pay staff for creation beyond contractual hours • Time, Software to create a way to gather and analyze data 	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
<ul style="list-style-type: none"> • Development of the cell phone policy 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Restorative Coach hired to implement practices. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Staff at door during transition and passing time. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Small group development on skills. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Investigate the capacity for “countdown clocks” 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> • Investigate hallway monitor supervision 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> • Time for Building Admin working with staff to develop cell phone policy • Cell phone pocket charts • Restorative Coach TOSA position • Staff communication about passing time and hallway monitoring • IT and Facilities to collaborate about countdown clocks 	

Commitment 3

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
<ul style="list-style-type: none"> Offer a variety of acknowledgments (authentic options- phone calls home, post cards, public acknowledgements, staff modeling with each other, etc) 	X by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Time dedicated to acknowledgments (including staff to staff, kids to staff, staff to kids) 	X by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> Eagle Acknowledgements-MTSS Coordinator to coordinate and build systems, train staff Faculty meetings to share data and time to complete eagle acknowledgments 	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	Survey creation and planning	Surveys that can be delivered to different stakeholder groups throughout the year. Student focus groups organized and planned 2 times per year.	
2	Office referral data compared to previous year	Reduction in the overall number of office referrals, by 10%. Specifically identifying trends related to special education students.	
3	Current # of Eagle Acknowledgements	Increase in the number of Eagle Acknowledgements by 10% from the previous year.	

Commitment 3

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Current Status of survey creation Office referral data from 2023-2024 and 2024-2025 # of Eagle Acknowledgements	Reduced # of suspension Increase in Eagle Acknowledgements	
End-of-the Year Targets	Current Status of survey creation Office referral data from 2023-2024 and 2024-2025 # of Eagle Acknowledgements	Creation and distribution of stakeholder survey Reduced # of suspension Increase in Eagle Acknowledgements	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 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	How Strongly do you agree or disagree with the following statement about this school? Mark one response: My teachers care about me.	74%	79%	

Commitment 3

<p>Staff Survey</p>	<p>How Strongly do you agree or disagree with the following statement about this school? Mark one response: I feel like I belong.</p>	<p>84%</p>	<p>88%</p>	
<p>Family Survey</p>	<p>How Strongly do you agree or disagree with the following statement about this school? Mark one response: At this school, my child feels like they belong.</p>	<p>74%</p>	<p>79%</p>	

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" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. 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. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Sarah Lincoln	Parent	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Michelle Pane	Parent	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Melanie Bowman	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Erin Everson	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Denise Kelly	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Laura Robbins	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24
Nicole Young	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24- 5.22.24

Our Team's Process

Scott Monagle	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Angela Simmons	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Joe Godfrey	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Brittany Sullivan	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Wendy Sheffield	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Amy Sleeman	Teacher	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Dan Wheeler	Teacher	3.13.24	3.20.24	3.27.24				
Sarah Thyne	Teacher	3.13.24	3.20.24	3.27.24				
Jeff Hamelinck	Director of Curriculum & Instruction	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Laura VanLaeken	Assistant Principal	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Jim Giancursio	Assistant Principal	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Daniel McAlpin	Principal	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24
Andrea Eldridge	Director of Special Programs	3.13.24	3.20.24	3.27.24	4.10.24	4.17.24	5.1.24	5.8.24-5.22.24

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

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

The Student Interview process was instrumental in shaping initiatives like the cell phone policy and the *Eagle Acknowledgments*, directly reflecting student feedback on school culture. Through these interviews, students expressed a need for fewer distractions in the classroom, leading to the creation and implementation of the cell phone policy, which has since contributed to a more focused academic environment.

Additionally, students' desire for recognition and a sense of belonging inspired the *Eagle Acknowledgments* program, celebrating positive behavior and individual achievements. This initiative has helped strengthen the school's culture by ensuring students feel valued and appreciated.

The insights gained from these interviews emphasize the importance of ongoing feedback. We plan to continue surveying students to monitor the impact of these initiatives and make adjustments based on their evolving needs, maintaining a responsive and supportive school culture.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The team has carefully designed strategies in this plan based on a targeted approach to curriculum building, benchmarking, and data analysis, with a focus on enhancing the performance of identified subgroups, particularly special education students. Here's how these strategies have been crafted and refined:

1. **Curriculum Building:** The curriculum was developed by solidifying tier one curriculum, followed by strategies tailored to meet the varied needs of special education students. Resources and activities are structured to support multiple learning styles, provide scaffolded learning, and reinforce essential skills. Collaborative planning sessions with special education staff have ensured that all materials are accessible, modified, and aligned with Individualized Education Programs (IEPs) as needed, which helps bridge learning gaps and foster engagement.
2. **Benchmarking:** To ensure strategies are effective, the team established interim benchmarks that reflect realistic and measurable progress markers. Assessments are administered periodically to gauge mastery of foundational skills and concepts, particularly focusing on areas where special education students have shown gaps in previous assessments. Benchmarks are tailored to individual learning goals and aligned with state standards, allowing for meaningful comparison of growth over time.
3. **Data Analysis:** Ongoing data analysis is integral to tracking the impact of instructional strategies on special education performance. The team analyzes formative and summative assessment data, student work samples, and observational data to identify trends and adjust instruction as necessary. This data informs individual progress reviews, helping educators modify strategies or interventions quickly if a student is not meeting their learning targets.
4. **Identifying Progress and Adjusting Approaches:** To support continuous improvement, the team regularly reviews progress data at monthly data meetings. These sessions allow for the discussion of each student's performance trajectory, enabling the team to identify students who may need additional support or alternative strategies. When needed, we implement responsive adjustments, such as increased one-on-one support, additional instructional aids, or alternative teaching methods, to ensure each student's needs are met effectively.

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, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to 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 against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to 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](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that 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.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.