New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Cheektowaga Central	Cheektowaga High School	9-12

Collaboratively Developed By:
The Cheektowaga High School SCEP Development Team 1. Josh Strzelec, Principal 2. Krystal Smith, Math Teacher 3. Jonathan Federick, ELA Teacher & Department Leader 4. Lindsay Hedges, SS Teacher & Co-Department Leader 5. Stan Skotnicki, Science Teacher & Co-Department Leader 6. Lauren Smith, HS Guidance Counselor & Department Leader 7. Maureen George, Director of Learning ***And in partnership with the staff, students, and families of Cheektowaga High School.***

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

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

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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 interviews were held with students during lunch periods. Students were asked a series of questions about their school experience . The students were interviewed by the outside Review team as part of the May 2025 school review.

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.
N/A

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Instructional Key Strategies for Improvement

Key Strategies

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

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

KEY STRATEGY (What are we doing?)	**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Weekly Professional Learning Offerings	☐ NEW ☐ EXPAND ☐ REFINE	Fostering a supportive school environment while maintaining high expectations for both students and staff is essential to improving academic and behavioral outcomes. Teacher feedback and student interviews highlighted the importance of consistent adult expectations and instructional alignment across classrooms. We recognize that weekly professional development is a critical lever for building teacher capacity, ensuring instructional consistency, and reinforcing our shared commitment to excellence. Although this Key Strategy is not new, the school will refine its implementation by aligning weekly professional learning sessions to teacher-identified needs, incorporating more peer-led learning opportunities, and embedding regular follow-up through coaching cycles and walkthroughs.
Administrative Walkthroughs	☐ NEW ☐ EXPAND ☐ REFINE	The continued use of learning walks, guided by the instructional playbook and supplemented by teacher-to-teacher visits, is a strategic approach to promoting reflective practice and instructional improvement. Our needs assessment—including teacher surveys and focus group input—revealed a clear desire for more frequent and actionable feedback. By integrating both administrative walkthroughs and peer observations, we foster a culture of continuous growth, where feedback is timely, collaborative, and aligned to instructional priorities. This approach

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Instructional Key Strategies for Improvement

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
		supports teacher development while building collective efficacy across the school
Credit recovery/ Academic excellence	☐ NEW ☐ EXPAND ☐ REFINE	Our team identified the need for more proactive and consistent communication around graduation requirements, particularly for underclassmen. Data revealed high failure rates among freshmen and sophomores, underscoring the importance of early intervention. In response, academic labs have been introduced to provide targeted support, while clearly defined guidelines and procedures for credit recovery are being developed to ensure students have structured, timely opportunities to get back on track. These efforts aim to promote accountability, reduce course failure rates, and keep students aligned with their path to graduation.

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Implementation

How will we do this?

KEY STRATEGY 1	Weekly Professional Learning Offerings

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?
Teacher Input Survey ● Develop and distribute a high school staff survey to gather input on: ○ Desired topics for professional learning Special skills, areas of expertise, or training teachers are willing to share with colleagues	June 2025
Professional Development Planning ● Use survey results to inform the PD focus areas, with initial emphasis on: ○ Vocabulary development strategies ○ Student engagement strategies (e.g., *Thoughtful Classroom*)	June - August 2025
Data Analysis and Calendar Development ● Convene leadership and instructional teams to review survey data ● Design a year-long professional learning calendar aligned with teacher needs and school priorities	July - August 2025
Peer Visitation and Collaboration Structures ● Define the structure for teacher-to-teacher visitations, department-level share outs, and cross-collaboration opportunities ● Outline clear expectations and procedures for these activities	July - August 2025
Assessment and Data Review Protocols ● Develop and document a consistent data analysis protocol that guides teachers in reviewing student outcomes and instructional impact	July - August 2025
Scheduling for Strategy Sharing ● Allocate dedicated time in the professional development calendar for: ○ Strategy share-outs ○ Department-level reflections and instructional planning	July - August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Launch Professional Development Plan ● Implement the professional learning sessions based on identified priorities (e.g., vocabulary and engagement strategies) ● Ensure sessions are aligned with staff needs and instructional goals	September - January 2025
Facilitate Peer Learning Opportunities ● Conduct a minimum of one teacher-to-teacher visitation to promote collaboration and reflective practice ● Host at least one strategy share-out session where teachers present effective practices from their classrooms ● Organize at least one department-level share-out to foster team reflection and collective planning	September - January 2025
Monitor and Gather Feedback ● Create and distribute an **after-action survey** to gather feedback on the effectiveness of PD sessions and collaboration activities ● Use the results to adjust and refine the second half of the year's implementation plan	

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?
Continue Professional Development Series ● Deepen professional learning aligned to instructional priorities and emerging teacher needs ● Incorporate follow-up from first semester feedback to ensure relevance and impact	February to June 2025
Expand Peer Learning and Collaboration ● Conduct at least one additional teacher-to-teacher visitation to sustain cross-classroom learning Facilitate at least one additional strategy share-out session to highlight successful practices ● Hold a second department-level share-out to assess progress and support mid-year instructional adjustments	February to June 2025
Evaluate and Reflect on Progress ● Create and distribute a mid-to-end-of-year reflection survey to assess the impact of PD, visitations, and collaborative structures ● Use results to inform planning for the upcoming school year and to identify areas for continued growth	May 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones December (implementation/outcome data)	**Professional Development Plan** **Peer Learning Opportunities**	A clearly developed and communicated PD calendar that is aligned to staff-identified needs and instructional priorities All teachers understand the expectations for participation in peer learning opportunities and are scheduled accordingly Evidence that all teachers have participated in at least one peer learning opportunity during the implementation window	

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*
Mid-Year Benchmark(s) February 2026 (outcome data)	**Number of Visits completed** **Survey Results**	A minimum of **one completed** for each of the following: ● Teacher-to-teacher visitation ● Strategy share-out ● Department share-out At least **85% of teachers agree** that *"the share-out process promotes their professional growth and has influenced their classroom practices."*a minimum of 1 of each conducted	
End-of-the Year Targets May 2026 (outcome data)	**Number of Visit completed** **End of Year Survey Results**	A minimum of **two completed** for each of the following: ● Teacher-to-teacher visitation ● Strategy share-out ● Department share-out At least **75% of teachers agree** that: *"The share-out process promotes their professional growth and has influenced their classroom practices."*	

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KEY STRATEGY 2	Administrative Walkthroughs

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?
Develop a Walkthrough Schedule ● Create a quarterly walkthrough schedule aligned with instructional playbook expectations ● Ensure walkthroughs are evenly distributed across the school year to monitor instructional trends and provide timely support ● Ensure that walkthroughs are conducted by rotated by administrators	July-August 2025
Embed Feedback Opportunities ● Design the schedule to include both oral and written feedback ● Ensure that at least two of the four scheduled walkthroughs include time for real-time, face-to-face feedback conversations between administrators and teachers	July-August 2025
Communicate Expectations ● Share the walkthrough plan, focus areas, and feedback structure with staff before the first day of school ● Clarify the purpose of walkthroughs as a tool for growth, reflection, and aligned instructional improvement	July-August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Conduct Walkthroughs ● Complete the first two scheduled instructional walkthroughs aligned to the instructional playbook ● Provide both written feedback and oral feedback (at least one instance)	September – December 2025
Collect Staff Feedback ● Distribute a staff survey to gather input on the clarity, usefulness, and impact of the walkthrough process and feedback ● Use survey results to make adjustments and improve implementation in the second half of the year	September – December 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Continue Walkthroughs ● Conduct the final two scheduled walkthroughs with continued alignment to the instructional playbook ● Ensure one of the two includes oral feedback, in addition to written documentation	January - May 2026
Administer Follow-Up Staff Survey ● Survey staff again to assess growth in perception of support, usefulness of feedback, and instructional alignment ● Use data to evaluate overall effectiveness and inform planning for the following school year	January - May 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones December 2025 (implementation/outcome data)	**Number of walkthroughs conducted**	At least **one instructional walkthrough** conducted with written and/or oral feedback provided	
Mid-Year Benchmark(s) January 2026 (outcome data)	**Staff Survey Results**	Average rating of **4 out of 5 or higher** on the question: *"How useful was the feedback you received from walkthroughs?"* Majority of teachers confirm: *"I had at least one opportunity to meet with an administrator to discuss feedback."*	
End-of-the Year Targets May 2026 (outcome data)	**Number of Walkthrough conducted**	At least **four walkthroughs** conducted/documented per the established schedule, with feedback documented for each	

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KEY STRATEGY 3	Credit Recovery - Academic Excellence

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?
Establish Credit Recovery Process ● Convene a team to design and document the **Credit Recovery Process**, including: ○ Academic Intervention Services (AIS) and Learning Labs Remedial Night opportunities ○ Criteria related to attendance and tardiness	July - August 2025
Define Communication Plan ● Determine how the credit recovery process will be clearly communicated to all stakeholders Create both **written and oral communication materials** tailored for teachers, students, and families	July - August 2025
Ensure Readiness ● Finalize logistics, staff assignments, and scheduling for support structures in place prior to the first day of school	July - August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Launch the Credit Recovery Plan ● Begin implementation of support structures and recovery opportunities as defined in the summer planning phase	September - December 2025
Monitor Implementation and Enforcement ● Ensure staff are consistently enforcing attendance/tardiness criteria and student eligibility for support services Review processes to confirm that all steps are followed with fidelity	September - December 2025
Track Student Participation ● Collect and analyze data on the **number of students identified, participating in interventions, and on track for recovery**	September - December 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Continue Plan Implementation ● Sustain the established credit recovery supports and refine as needed based on first semester outcomes	January – May 2026
Monitor Ongoing Enforcement ● Conduct routine checks to ensure expectations related to attendance, eligibility, and participation remain consistently enforced	January – May 2026
Collect and Analyze Outcome Data ● Gather final data on: ○ The number of students impacted by the plan ○ Course recoveries completed ○ Changes in student progress toward graduation	January – May 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones December 2025 (implementation/outcome data)	**First quarter Grades** **Attendance Data** **Student Requests for Assistance**	Quarter 1 Grades: Review failure rates and identify students in need of early interventions Attendance Data: Monitor patterns in absenteeism and tardiness Support Requests: Track the number of students seeking academic assistance through AIS, Learning Labs, or other supports	
Mid-Year Benchmark(s) March 2026 (outcome data)	**Second quarter Grades** **Attendance Data** **Student Requests for Assistance**	Quarter 2 Grades: Compare failure rates from Quarter 1 to Quarter 2 for signs of improvement Attendance: Track growth in attendance rates compared to the first semester Academic Recovery: Document student participation in academic labs, tutoring, or other interventions	
End-of-the Year Targets May 2025 (outcome data)	**Number of students requesting or receiving academic assistance** **Number of students participating in credit recovery** **Failure and recovery trends across the school year**	Demonstrate a decrease in the number of students requiring credit recovery from 2025 to 2026 Show increased credit accrual and improved promotion /graduation rates	

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Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s) January 2026	**Mid term exam results**	• Weekly Professional Learning • Administrative Walkthroughs • Credit Recovery	At least 85% of students demonstrate growth from Scrimmage 1 to the midterm exam	
End-of-the Year Targets June 2026	**Regents exam results** **Graduation Rate**	• Weekly Professional Learning • Administrative Walkthroughs • Credit Recovery	A 2% increase in the level of proficiency (Levels 3–5) across all content area Regents exams compared to the previous year Maintain or exceed an 85% graduation rate	

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	"The school offered academic interventions that supported my learning needs."	• Weekly Professional Learning • Administrative Walkthroughs • Credit Recovery	N/A	85%	

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Instructional Key Strategies for Improvement

	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)*
Staff Survey	"The professional development provided this year improved my instructional practice and supported student achievement."	• Weekly Professional Learning • Administrative Walkthroughs • Credit Recovery	N/A	85%	
Family Survey	"The school provided academic interventions to support my child's learning and success."	• Weekly Professional Learning • Administrative Walkthroughs • Credit Recovery	N/A	85%	

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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 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.*
Attendance Team	☐ NEW ☐ EXPAND ☐ REFINE	Our school has persistent challenges with student attendance, including inconsistent data reporting and a lack of early intervention systems. Attendance records showed chronic absenteeism rates above the state average. These findings underscore the need for a more structured and accurate approach to attendance management. To address this, the school will refine the role of the Attendance Team by clarifying responsibilities, streamlining data monitoring systems, and implementing targeted interventions. The goal is to reduce chronic absenteeism and ensure accurate, real-time attendance tracking for all students. This refinement builds on current efforts but introduces a more systematic and data-driven approach to improve both student presence and engagement.

Implementation

(How will we do this?)

KEY STRATEGY 1	Attendance Team

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?
Revisit and Redefine the Attendance Team Structure ● Clarify team roles, meeting cadence, and scope of responsibilities ● Establish a clear reporting system for teachers to consistently document absences and tardies and share with the attendance team ● Develop a plan for accurately tracking BOCES students to ensure they are properly counted as present	July - August 2025
Engage Students to Inform Policy Updates ● Host small group meetings with students to discuss barriers to attendance ● Gather input on motivations and solutions to improve attendance ● Use feedback to update school attendance policies in a way that reflects student voice and support needs	July - August 2025
Refine Absence Intervention Protocols ● Review and implement the updated NYSED absence tier system, identifying students for Level 1 or Level 2 ● Prepare intervention tracking forms and communication templates	July - August 2025
Strengthen Student-Adult Connections ● Match identified students with trusted staff members who can serve as mentors and relationship-builders ● Provide guidelines and light-touch training to staff on relationship-based attendance support	July - August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Implement Updated Attendance Team Structure ● Begin weekly or biweekly team meetings ● Ensure all staff are using the new absence/tardy reporting system consistently ● Monitor BOCES attendance tracking to ensure accurate daily counts	September - December 2025
Monitor and Reflect ● Administer a short student and teacher feedback survey in December ● Use results to assess impact and refine processes for the second half of the year	September - December 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Continue Attendance Team Meetings and Data Reviews ● Maintain regular meetings and data analysis cycles ● Identify new or emerging attendance concerns and address them promptly	January - June 2026
Re-engage Families and Staff ● Re-communicate attendance expectations and supports after winter break ● Provide professional learning moments or updates to reinforce the importance of accurate reporting and student engagement	January - June 2026
Celebrate Successes and Document Lessons Learned ● Highlight success stories through newsletters, assemblies, or student recognition ● Conduct end-of-year reflection with the Attendance Team to identify what worked, what didn't, and what should continue next year	January - June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones December 2025 (implementation/outcome data)	**Attendance Team Meetings**	**Attendance Team Operations:** A documented and regularly followed schedule of Attendance Team meetings A clearly defined process for teachers to report absences and concerns Evidence that the school attendance policy has been updated and shared with staff, students, and families	
Mid-Year Benchmark(s) February 2026 (outcome data)	**Attendance Rate**	Increase in student attendance from **September–February 2025 (88.7%)** to **September–February 2026**, showing measurable improvement	
End-of-the Year Targets June 2025 (outcome data)	**Attendance Rate**	Increase in student attendance from **September–May 2025 (87.8%)** to a higher rate by **September–May 2026**, indicating sustained growth and impact of interventions	

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*

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Mid-Year Benchmark(s)	**Attendance Data**	Attendance Team	An increase in attendance rates of students in Level 3 and Level 4 areas - indicating stronger engagement from those historically struggling with attendance Evidence that interventions are being implemented and resulting in improved attendance patterns	
End-of-the Year Targets	**Attendance Data**	Attendance Team	A 2% increase in overall student attendance by the end of the year	

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	"I was made aware of the school's attendance policy and how it may affect my grades, graduation eligibility, and participation in school events."	Attendance Team	N/A	85%	
Staff Survey	*"I was informed of the school's attendance policy and understand how it impacts student grades, graduation eligibility, and event participation."* *"I am aware of the process for reporting attendance concerns to the Attendance Team."*	Attendance Team	N/A	85%	
Family Survey	"I was made aware of the school's attendance policy and how it may affect my child's grades, graduation eligibility, and participation in school events."	Attendance Team	N/A	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)

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Our Team's Process

Background

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

Our Team's Steps

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

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

Team Collaboration

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

Name	**Role**	**Orientation to School Teams** (required for new TSI)	**Analyze:** Data Variation Identification	**Analyze:** Data Variation Share and Explore	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect and Synthesize	**Plan Writing and Revision**
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Josh Strzelec	Principal	6/17	6/17	6/17	--	5/12-13	6/17	6/17
Krystal Smith	Math Teacher	6/17	6/17	6/17	--	5/12-13	6/17	6/17
Jonathan Federick	ELA Teacher & Department Leader	6/17	6/17	6/17	--	5/12-13	6/17	6/17
Lindsay Hedges,	SS Teacher & Co-Department Leader	6/17	6/17	6/17	--	5/12-13	6/17	6/17

Our Team's Process

Name	**Role**	**Orientation to School Teams** (required for new TSI)	**Analyze:** Data Variation Identification	**Analyze:** Data Variation Share and Explore	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect and Synthesize	**Plan Writing and Revision**
Stan Skotnicki	Science Teacher & Co-Department Leader	6/17	6/17	6/17	--	5/12-13	6/17	6/17
Lauren Smith	HS Guidance Counselor & Department Leader	6/17	6/17	6/17	--	5/12-13	6/17	6/17
Maureen George	Director of Learning	6/17	6/17	6/17	--	5/12-13	6/17	6/17

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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.

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