



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2025-26

| District                  | School Name                         | Grades Served |
|---------------------------|-------------------------------------|---------------|
| North Rose-Wolcott<br>CSD | North Rose-Wolcott Middle<br>School | 5-8           |

## Collaboratively Developed By:

### The North Rose-Wolcott Middle School SCEP Development Team

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*And in partnership with the staff, students, and families of North Rose-Wolcott Middle 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 |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a> |                                                     |
| <a href="#">Community Schools</a>                                                                    | X                                                   |
| <a href="#">Elementary School Looping</a>                                                            |                                                     |
| <a href="#">Establish an Early Warning Intervention and Monitoring System</a>                        |                                                     |
| <a href="#">Evidence-Based Instructional Methods</a>                                                 | X                                                   |
| <a href="#">Expanding access to high-quality Out-of-School-Time programs</a>                         |                                                     |
| <a href="#">High-Quality Instructional Materials</a>                                                 | X                                                   |
| <a href="#">High-Quality Tutoring</a>                                                                |                                                     |
| <a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>                       |                                                     |
| <a href="#">Instructional Coaching</a>                                                               | X                                                   |
| <a href="#">Middle School Flexible Scheduling</a>                                                    |                                                     |
| <a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>                                | X                                                   |
| <a href="#">Ongoing Job-Embedded Professional Development</a>                                        | X                                                   |
| <a href="#">Principal Leadership Development</a>                                                     | X                                                   |
| <a href="#">Professional Learning Communities</a>                                                    | X                                                   |
| <a href="#">Restorative Practices</a>                                                                | X                                                   |

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

## Learning as a Team

### Directions

Teams should complete the reflective prompt below.

#### Student Interviews

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

The team reviewed the student interview responses and used the insights to shape and inform the development of the plan.

The interviews provided a valuable snapshot of the broader student population, offering a clear picture of student perspectives across the school.

Through careful data analysis, the team was able to identify key areas of concern—such as students not feeling safe—and recognize actionable steps that can be taken to address them.

The student interview process was instrumental in highlighting specific concerns, which directly influenced the commitments outlined in the plan.

By examining the responses, the team gained a deeper understanding of how students feel across various domains. This led to thoughtful reflection on potential root causes and the development of targeted strategies for improvement.

Importantly, student voice played a central role in determining the focus areas and identifying key metrics to measure progress moving forward.

## 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.**

We utilized a wide range of data sources, including input from community members, teachers and staff, to identify the strategies most likely to enhance academic outcomes for our English as a New Language (ENL) population.

Among these strategies, the PD plan holds the greatest potential for impact. By improving classroom instruction and tailoring it to meet the needs of our targeted subgroups, we believe we can drive the progress we aspire to achieve.

A critical component of this approach is positioning ENL instruction as a shared responsibility. All educators must recognize that they are teachers of ENL students and play an essential role in their academic success.

### Learning as a Team

We have carefully reviewed the proposed strategies, and their success will depend on cultivating interest and shifting mindsets among staff. The strategies are comprehensive, intentional, and designed to be far-reaching.

Key components include increasing communication and engagement with students and families, utilizing resources to support learning, and providing ongoing and embedded professional development in grade level teams for evidence-based practices for diverse learners.

## 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.

| <b>KEY STRATEGY</b><br><b>(What are we doing?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>                        | <b>WHY:</b><br>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.<br><i>Consider both data trends observed and student interview responses.</i><br><br><i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop and implement embedded professional development within grade-level teams that focuses on differentiated instruction, evidence-based practices for supporting students with disabilities (SWD), and effective instructional strategies for teaching English as a New Language (ENL), Hispanic, and migrant students. This will be achieved through a collaborative effort led by the instructional coach and ENL teacher to ensure classroom teachers are equipped with accessible resources and tools to support inclusive, engaging, and differentiated lesson planning. | X NEW<br><input type="checkbox"/> EXPAND<br><input type="checkbox"/> REFINE | <p>This goal is important because it ensures that all staff are equipped to effectively support ENL Students through consistent, ongoing professional development. By embedding best practices into faculty meetings, grade level team planning, and asynchronous learning, the school creates a sustained and school-wide focus on improving instruction for ENL students.</p> <p>Instructional coaching and bi-weekly support from the ENL teacher ensure that strategies are practical, collaborative, and directly tied to classroom needs, leading to more inclusive instruction and improved outcomes for multilingual learners.</p> <p>25-26 school year PD plan will encompass these teachings and best practices for all staff at faculty meetings, grade level teams, and within asynchronous learning.</p> <p>Instructional coaching and planning will be available to teachers to learn more about effective practices for the teaching of English Language Learners.</p> |

## Instructional Key Strategies for Improvement

|                                                                                                                                                                                                                                     |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                     |                                                                                                               | ENL Teacher will go to grade level teams bi-weekly to offer support and resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Ensure equitable access to the family survey for ENL, Hispanic, and migrant families by providing the survey in each family's home language and offering the option to complete it verbally through Propio interpretation services. | <input type="checkbox"/> NEW<br><input type="checkbox"/> EXPAND<br><input checked="" type="checkbox"/> REFINE | This goal is important because it ensures equitable access for ENL, Hispanic, and migrant families by removing language barriers. By offering the survey in home languages and through Propio interpretation services, the school promotes inclusive family engagement, builds trust, and collects more accurate, representative data. It supports student success and ensures all families have a voice in school decisions.                                                                                                                                                                                                                                     |
| WIN Groups for ENL students will provide targeted interventions to support growth in reading and writing skills, with progress monitored regularly and quarterly reports sent home to families.                                     | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> EXPAND<br><input type="checkbox"/> REFINE | <p>This goal is important because WIN (What I Need) Groups provide targeted, small-group instruction tailored to the specific reading and writing needs of ENL students. Regular progress monitoring ensures interventions are effective and responsive, allowing for timely adjustments. Sharing quarterly reports with families promotes transparency, engagement, and collaboration, helping families stay informed and involved in their child's academic growth.</p> <p>ENL students will have a designated WIN group focused directly on interventions dependent upon their individual need as an ENL learner and will be progress monitored quarterly.</p> |

## Implementation

### *How will we do this?*

|                       |                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STRATEGY 1</b> | Develop and implement professional development and resources that are embedded within grade-level teams and focus on differentiated instruction, effective strategies for teaching ENL, Hispanic, and migrant students, evidence-based practices for supporting students with disabilities (SWD), and techniques to enhance student engagement. |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------|
| Embedded professional development plan for grade level teams will be created and communicated.                                                                                                     |  | By firsts day of school     |
| Google Drive will be created for resources and PD throughout the year                                                                                                                              |  | By first day of school      |
| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                       |  | When will this be in place? |
| What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?                                                                                            |  |                             |
| Instructional Coach will provide resources and lesson planning support to teachers                                                                                                                 |  | Start of Year               |

## Instructional Key Strategies for Improvement

|                                                                                                            |                             |
|------------------------------------------------------------------------------------------------------------|-----------------------------|
| ENL teacher will attend grade level team meetings bi-monthly to implement embedded PD for our ENL students | Start of Year               |
| Release time will be offered to teachers and ENL teacher to co-plan when needed                            | Start of Year               |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                              |                             |
| 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? |
| Instructional Coach will provide resources and lesson planning support to teachers                         | Mid Year                    |
| ENL teacher will attend grade level team meetings bi-monthly to implement embedded PD for our ENL students | Mid Year                    |
| Release time will be offered to teachers and ENL teacher to co-plan when needed                            | Mid Year                    |

### 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. <i>What are our next steps?</i> complete when reviewing data                                       |
|-------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Early Progress Milestones</b><br>(implementation/outcome data) | Professional Development Plan is created and implemented.  | ENL students attendance should increase.<br><br>ENL students referrals should decrease.<br><br>ENL students academics should increase.                                      | Attendance = 97%<br><br>Referrals = 1 referral for the entire year.<br><br><u>GPA</u><br>Q1 = 86%<br>Q4 = 88%               |
| <b>Mid-Year Benchmark(s)</b><br>(outcome data)                    | Iready Data<br>Attendance Data<br><br>Parent Communication | ENL students should make individual growth from fall to winter.<br><br>ENL students attendance should be at 85% or higher.<br><br>Track parent communication every 5 weeks. | <u>Iready Growth Rates</u><br>Read = 80%<br>Math = 80%<br><br>Attendance = 96%<br><br>Communication was made every 5 weeks  |
| <b>End-of-the Year Targets</b><br>(outcome data)                  | Iready Data<br>Attendance Data<br><br>Parent Communication | ENL students should make individual growth from fall to spring.<br><br>ENL students attendance should be at 85% or higher.<br><br>Track parent communication every 5 weeks. | <u>Iready Growth Rates</u><br>Read = 100%<br>Math = 80%<br><br>Attendance = 98%<br><br>Communication was made every 5 weeks |

## Instructional Key Strategies for Improvement

|                       |                                                                                                                                                                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STRATEGY 2</b> | Ensure equitable access to the family survey for ENL, Hispanic, and migrant families by providing the survey in each family's home language and offering the option to complete it verbally through Propio interpretation services. |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> | <b>What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?</b>                                                                                                                                      | <b>When will this be in place?</b> |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                                               | Ensure survey is sent out in family's home language - call family to ensure they have received it.                                                                                                                                                                               | By Start of Year                   |
|                                                               | Call family to ask if they would rather take the survey verbally through our translation system, Propio.                                                                                                                                                                         | By Start of Year                   |
|                                                               | Create a spreadsheet of ENL, hispanic, and migrant students and identify which families receive communication in a different language. Advisor or ENL teacher will contact family to offer translation services to ensure survey is completed. Communication will be documented. | By Start of Year                   |
| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                  | <b>What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?</b>                                                                                                                                                                   | <b>When will this be in place?</b> |
|                                                               | Communicate with families consistently to ensure their needs are being met - this will happen through the point person for every ENL student                                                                                                                                     | By start of Year                   |
|                                                               | Parent meeting set up on conference night in November                                                                                                                                                                                                                            | By Start of Year                   |
|                                                               | Follow up with families from summer orientation                                                                                                                                                                                                                                  | By Start of Year                   |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                 | <b>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</b>                                                                                                                                                                  | <b>When will this be in place?</b> |
|                                                               | Continue to check in with families and ensure communication is consistent                                                                                                                                                                                                        | By Start of Year                   |
|                                                               | Continue to make sure communication is being sent home in preferred languages                                                                                                                                                                                                    | By Start of Year                   |

### Progress Monitoring

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

|                                                                   | <b>What data will we be reviewing?</b>                            | <b>What do we hope to see when we review that data?</b>                                                | <b>What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data</b> |
|-------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Early Progress Milestones</b><br>(implementation/outcome data) | Family survey completion for ENL, hispanic, and migrant families. | To increase the amount of ENL, hispanic, and migrant families that complete end of year family survey. |                                                                                              |

### Instructional Key Strategies for Improvement

|                                                  |                                                                            |                                                                 |                                                           |
|--------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------|
| <b>Mid-Year Benchmark(s)</b><br>(outcome data)   | Student data sources such as attendance, grades, referrals and benchmarks. | ENL, hispanic, and migrant students attendance should increase. | Attendance = 93%                                          |
|                                                  |                                                                            | ENL, hispanic, and migrant students referrals should decrease.  | <u>Referrals</u><br>Q1 = 10<br>Q2 = 7                     |
|                                                  |                                                                            | ENL, hispanic, and migrant students academics should increase.  | <u>GPA</u><br>Q1 = 84%<br>Q2 = 82%                        |
| <b>End-of-the Year Targets</b><br>(outcome data) | Student data sources such as attendance, grades, referrals and benchmarks. | ENL, hispanic, and migrant students attendance should increase. | Attendance = 94%                                          |
|                                                  |                                                                            | ENL, hispanic, and migrant students referrals should decrease.  | <u>Referrals</u><br>Q1 = 10<br>Q2 = 7<br>Q3 = 4<br>Q4 = 6 |
|                                                  |                                                                            | ENL, hispanic, and migrant students academics should increase.  | <u>GPA</u><br>Q1 = 84%<br>Q4 = 86%                        |

|                       |                                                                                                                                                                                                 |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STRATEGY 3</b> | WIN Groups for ENL students will provide targeted interventions to support growth in reading and writing skills, with progress monitored regularly and quarterly reports sent home to families. |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------|
| ENL students being scheduled a WIN group with ENL teacher                                                                                                                                          |  | Start of Year               |
| Master scheduling - ensure all ENL students have WIN with ENL teacher and/or support                                                                                                               |  | Start of Year               |
| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?                                               |  | When will this be in place? |
| Progress monitoring quarterly reports for individualized goals sent home                                                                                                                           |  | Start of Year               |
| Review data and adjust WIN groups if necessary                                                                                                                                                     |  | Start of Year               |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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? |
| Progress monitoring quarterly reports for individualized goals sent home                                                                                                                           |  | Mid Year                    |
| Review data and adjust WIN groups if necessary                                                                                                                                                     |  | Mid Year                    |

## 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. <i>What are our next steps?</i> complete when reviewing data |
|-------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Early Progress Milestones</b><br>(implementation/outcome data) | Review Fall Iready Data                  | ENL, hispanic, and migrant students academics should show a need for WIN.                        |                                                                                       |
| <b>Mid-Year Benchmark(s)</b><br>(outcome data)                    | Review Winter Iready Data                | ENL, hispanic, and migrant students academics should increase with Iready from Fall to Winter.   | <u>Iready Growth Rates</u><br>Read = 82%<br>Math = 82%                                |
|                                                                   | Review Q1 and Q2 Grades                  | Quarter grades in ELA should be at 85% or higher.                                                | <u>ELA Grades</u><br>Q1 = 80%<br>Q2 = 77%                                             |
| <b>End-of-the Year Targets</b><br>(outcome data)                  | Review Quarter Grades                    | ENL, hispanic, and migrant students academics should increase with Iready from Winter to Spring. | <u>Iready Growth Rates</u><br>Read = 78%<br>Math = 81%                                |
|                                                                   | Review Iready Growth from Fall to Spring | Quarter grades in ELA should be at 85% or higher.                                                | <u>ELA Grades</u><br>Q1 = 80%<br>Q2 = 77%<br>Q3 = 80%<br>Q4 = 83%                     |

## 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) |
|--|-----------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|
|--|-----------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------|

### Instructional Key Strategies for Improvement

|                                |                                          |                          |                                                                                                  |                                                                   |
|--------------------------------|------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Mid-Year Benchmark(s)</b>   | Review Fall to Winter Iready Data        | Key Strategy 1, 2, and 3 | ENL, hispanic, and migrant students academics should increase with Iready from Fall to Winter.   | <u>Iready Growth Rates</u><br>Read = 82%<br>Math = 82%            |
|                                | Review Q1 and Q2 Grades                  |                          |                                                                                                  | <u>ELA Grades</u><br>Q1 = 80%<br>Q2 = 77%                         |
| <b>End-of-the Year Targets</b> | Review Quarter Grades                    | Key Strategy 1, 2, and 3 | ENL, hispanic, and migrant students academics should increase with Iready from Winter to Spring. | <u>Iready Growth Rates</u><br>Read = 78%<br>Math = 81%            |
|                                | Review Iready Growth from Fall to Spring |                          |                                                                                                  | <u>ELA Grades</u><br>Q1 = 80%<br>Q2 = 77%<br>Q3 = 80%<br>Q4 = 83% |

### 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<br>(e.g., % agree or strongly agree) | Desired response<br>(e.g., % agree or strongly agree) | What we ended up seeing:<br>(complete once Spring survey results are available) |
|-----------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Student Survey</b> | My teachers care about me.                                                                                        | Key Strategy 1, 2, and 3     |                                                                | 90% of staff agree/strongly agree.                    | 90%                                                                             |
| <b>Staff Survey</b>   | This year I differentiated my lessons and activities to meet the needs of my ENL, Hispanic, and migrant students. | Key Strategy 1, 2, and 3     |                                                                | 90% of staff agree/strongly agree.                    | 100%                                                                            |
| <b>Family Survey</b>  | I have been invited to participate in school                                                                      | Key Strategy 1, 2, and 3     |                                                                | 90% of staff agree/strongly agree.                    | 80% - school events 60%                                                         |

### Instructional Key Strategies for Improvement

|  |                                           |  |  |  |                   |
|--|-------------------------------------------|--|--|--|-------------------|
|  | events and decision making opportunities. |  |  |  | - decision making |
|--|-------------------------------------------|--|--|--|-------------------|

## Non-Instructional Key Strategies for Improvement

## 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](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Background

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

### Our Team's Steps

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

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

### Team Collaboration

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

| Name            | Role                            | Ori<br>ent<br>atio<br>n to<br>Sch<br>ool<br>Tea<br>ms<br>(re<br>quir<br>ed<br>for<br>ne<br>w<br>TSI) | Ana<br>lyze<br>:<br>Dat<br>a<br>Vari<br>atio<br>n<br>Ide<br>ntifi<br>cati<br>on | Ana<br>lyze<br>:<br>Dat<br>a<br>Vari<br>atio<br>n<br>Sha<br>re<br>and<br>Exp<br>lore | Ana<br>lyze<br>:<br>Sur<br>vey<br>Dat<br>a | List<br>en:<br>Stu<br>den<br>t<br>Inte<br>rvie<br>ws | Env<br>isio<br>n:<br>Refl<br>ect<br>and<br>Syn<br>the<br>size | Pla<br>n<br>Wri<br>ting<br>and<br>Rev<br>isio<br>n |
|-----------------|---------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------|
| Crystal Rupp    | Principal                       |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Maja Swasty     | EN LMS Teacher                  |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Lindsay Wiegand | ELA Teacher                     |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Sara Boogaard   | Psychologist/Parent             |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Jill Ricci      | Instructional Coach             |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Erica Ragan     | ENL HS Teacher                  |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |
| Laurie Elliot   | Community Schools Administrator |                                                                                                      |                                                                                 |                                                                                      |                                            |                                                      |                                                               |                                                    |

## Our Team's Process

|                      |                                         |  |  |  |  |  |  |  |
|----------------------|-----------------------------------------|--|--|--|--|--|--|--|
| Chelsea Eaton        | Director of Special Education           |  |  |  |  |  |  |  |
| Megan Paliotti       | Assistant Superintendent of Instruction |  |  |  |  |  |  |  |
| Irene Miller         | ENL Teacher                             |  |  |  |  |  |  |  |
| Mary Katherine Erwin | Parent Liaison                          |  |  |  |  |  |  |  |
|                      |                                         |  |  |  |  |  |  |  |
|                      |                                         |  |  |  |  |  |  |  |

## 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.