School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Peru Central School District	Peru Middle School	6-8

Collaboratively Developed By:
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Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:
1. **Completed the Five-Part Needs Assessment**, which consists of:
   - Activity 1: Analyze: Data Variation Identification
   - Activity 2: Analyze: Data Variation Share and Explore
   - Activity 3: Analyze: Survey Data
   - Activity 4: Listen: Student Interviews
   - Activity 5: Envision: Reflect and Synthesize

2. **Met with their NYSED/District/BOCES liaison**:
   - Following *Activity 1: Analyze Data Variation Identification*
   - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.

3. **Met with their district** to ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

As a team, we reviewed and synthesized the data. As a result of the 50 student interviews conducted, it was evident that student engagement and continuing to work on all students feeling like they had an adult they were connected to at school needs to continue to be a priority. When all students feel like they have strong relationships,connections, and feel like they belong, it will impact and improve attendance and engagement in learning.

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.

Our team has reviewed various data sources and recommendations to confidently determine that the strategies outlined in this plan are highly likely to improve performance for the identified subgroup(s).

Specifically, we've leveraged insights from the Student Interviews, Panorama Climate and Culture Surveys and the Collective Efficacy Teacher Surveys. These surveys provided invaluable qualitative and quantitative data regarding student perceptions of their school environment and teachers' collective belief in their ability to impact student learning. This data, combined with guidance from the NYSED recommendations page, allowed us to pinpoint specific areas for growth and select evidence-based practices that directly address the needs of our identified subgroup(s).

Our chosen strategies are focused on key areas that we believe will have a significant impact on student outcomes:

- High-Impact Teaching Strategies (HITS): By focusing on proven instructional methods, we aim to enhance the quality of teaching and learning experiences for all students, particularly those in the identified subgroup(s).
- Project-Based Learning/Interdisciplinary Learning: These approaches foster deeper engagement and understanding by connecting learning to real-world applications and integrating various subjects. This can be particularly beneficial for students who thrive in hands-on, collaborative environments.
- Strengthen student literacy skills through targeted, high quality, Tier 1 instruction.
- Attendance Initiatives: We recognize the critical link between consistent attendance and academic success. Our plan includes targeted efforts to improve attendance rates within the identified subgroup(s).
- Family Engagement: Strong partnerships between school and home are vital. We are implementing strategies to increase family involvement, ensuring that parents and guardians are active participants in their children's education.

- Fostering a Culture of Connection and Belonging: We strongly believe that when every student feels a genuine connection to an adult within the school community, and experiences a sense of belonging, they are more likely to be engaged and successful.

Ultimately, by prioritizing student connection, consistent presence, improving literacy skills and engaging teaching and learning experiences, we will see substantial improvements in the outcomes for all students including our students with disabilities.

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.*
Enhance student engagement through active learning using High Impact Teaching Strategies and Project Based/Interdisciplinary Learning Units.	☐ NEW ☒ EXPAND ☒ REFINE	John Hattie's Visible Learning research indicates how certain strategies and things impact student outcomes. Using high impact teaching strategies impacts student outcomes at a .57 over one year of growth (.4) if used consistently. Also cooperative learning such as PBL can have a .55 effect size, Inquiry is . 4 and student centered learning .36. This is expanded and refined, with more focus, collaboration, and intentional planning of experts, designing units with a PBL coach/consultant, and gaining student feedback on projects and showcases.
Foster a Culture of Connection and Belonging	☒ NEW ☐ EXPAND ☐REFINE	Connection and belonging are prerequisites to learning, when the stress response is activated or heightened a child is unable or unready to learn. Concentrating on teacher student relationships can impact outcomes at a.52 on Hattie's Visible Learning Barometer.
Strengthen student literacy skills through targeted, high quality, Tier 1 instruction	☒ NEW ☐ EXPAND ☐ REFINE	Our NYS ELA data indicates that our grade 6- scored 35% proficient, grade 7- 38% proficient, and grade 8-33% proficient. We will address the areas with a concentrated effort on the science of reading and more specifically reading accuracy, automaticity and volume, vocabulary and word work including common academic language and improving writing volume and exposure to scaffolded writing instruction in various genres beyond response to reading.

Implementation

How will we do this?

KEY STRATEGY 1	Enhance student engagement through active learning using High Impact Teaching Strategies and Project Based/Interdisciplinary Learning Units.

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?
Provide PD and coaching on PBL and Engaging Literacy Strategies for Middle School Students for all teachers.	July 2025-May 2026
Provide a summer work day where core area teachers are able to identify and plan PBL/Interdisciplinary Units with HITS (High Impact Teaching Strategies Pocket PD)	Summer 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Use coaching cycles to provide small group professional development, planning, and coaching.	September-December 2025
Launch one PBL/Interdisciplinary Unit per grade (6-8) combining two or more subjects	Before December 2025
Student showcase of projects-student led presentations	Fall Semester
Student feedback on projects through a google form	Fall Semester
SEL Student Survey	Fall
Review fall NWEA data with students in a 1:1 conference goal setting	Fall 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?
Launch a second PBL/Interdisciplinary Unit per grade (6-8) combining two or more subjects	Before June 2026
Use coaching cycles to provide small group professional development, planning, and coaching	January-June 2026
Student showcase of projects-student led presentations	Spring Semester
Student feedback on projects through a google form	Spring Semester
Student Climate and Culture Survey	Spring 2026
SEL Student Survey	Spring 2026
Review fall NWEA data with students in a 1:1 conference goal setting	Spring 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 (implementation/outcome data)	Student Survey Data on engagement SEL Panorama Attendance Sign in sheets for PD Fall Benchmark NWEA Data Lesson plans with PBL embedded Teacher feedback on their individual needs for PBL implementation.	Student Look-fors: -Increased collaboration -High quality, student to student interaction -Increased focused student talk and agency -High Attendance rates of 90% or higher -Student feedback regarding their learning experiences Teacher Look-fors: -Surveys to determine their level of comfort in planning and implementing PBL -Teachers using common High Impact Teaching Strategies At least one fully developed PBL/Interdisciplinary Unit Plan for each grade/teacher teams ready for implementation and, clearly integrating HITS. An increase in teacher self reported confidence in creating and implementing interdisciplinary and project, problem based, inquiry units. All teachers will work with another team member to develop an interdisciplinary PBL unit by December. Teachers will attend PD and access PBL coaching to provide planning support, resources, and modeling. All teachers will attend team meetings and PBL coaching, pd, and planning meetings.	

Mid-Year Benchmark(s) (outcome data)	Walkthroughs using engagement look fors (collaboration, inquiry, student voice, strategies) Lesson plans will embed PBL lessons/unit.	Successful launch of one PBL/Interdisciplinary Unit per grade by Dec 2025. Increased positive student feedback on projects. Positive trends in Fall SEL Student Survey data. Students setting academic goals from NWEA data. Observable shifts to active, student-centered learning. Initial positive impact on identified subgroup attendance.An increase in teacher self reported confidence in creating and implementing interdisciplinary and project, problem based, inquiry units. We will see an increase in student collaboration and student to student interactions will be positive and respectful, we will see an increase in student talk and an increase in PBL, inquiry based learning occurring., We will receive positive feedback about learning from students. All teachers will work with another team member to develop an interdisciplinary PBL unit by December. Teachers will attend PD and access PBL coaching to provide planning support, resources, and modeling. Administration will see PBL embedded into instruction in daily walk throughs and evaluations.	

		All teachers will attend team meetings and PBL coaching, pd, and planning meetings.	

End-of-the Year Targets (outcome data)	**PBL/Interdisciplinary Unit Implementation (Second Round):** Launch documentation, student work, student-led presentations. **Student Engagement & Voice (Continued):** Quality of student-led presentations. Student project feedback (Spring Google Form). Spring Student Climate and Culture Survey. Spring SEL Student Survey. Continued student attendance data. Observations of student autonomy and inquiry. Lesson plans	Successful implementation of a second PBL/Interdisciplinary Unit per grade. Increased quality of student-led presentations. Sustained/improved positive student project feedback. Overall positive trends in Spring Climate/Culture and SEL surveys. Measurable academic growth in Spring NWEA data, linked to active learning. Sustained positive impact on identified subgroup attendance. PBL/HITS becoming embedded teacher practice. Increased participation, agency, and voice for identified subgroup students. An increase in teacher self reported confidence in creating and implementing interdisciplinary and project, problem based, inquiry units. We will see an increase in student collaboration and student to student interactions will be positive and respectful, we will see an increase in student talk and an increase in PBL, inquiry based learning occurring., We will receive positive feedback about learning from students. All teachers will attend team meetings and PBL coaching, pd, and planning meetings.	

	Student Performance (Growth & Application): Spring NWEA data, documentation of 1:1 student growth conferences. Teacher Practice & Sustainability: End-of-year teacher reflections, sustained HITS implementation.	All teachers will work with another team member to develop an interdisciplinary PBL unit a month into the school year and complete the first round by December. Teachers will attend PD and access PBL coaching to provide planning support, resources, and modeling. Administration will observe PBL units in classrooms during formal and informal evaluations. All students will have made 5-10% gains in NWEA and also maintain or increase their proficiency on the NYS ELA and Math exams.	

KEY STRATEGY 2	Foster a Culture of Connection and Belonging

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?
Form committee with advisory teachers to revamp advisory (pros and cons) 1x a cycle	June 2025
Send home interest inventories to every student.	August 2025
Welcome signs in all of the languages represented here in Peru.	July 2025
In advisory, create first day of school notes for students "I'm rooting for you, great things happen when you come to school" messages so every student has a welcome message from an adult in the school.	September 2025
Provide restorative in-school suspension training to a core team of leaders, school psychologists and teachers that cover ISS.	September 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Send individualized post cards home for every child.	September 2025-May 2026
Make in-school suspension more restorative, reflective, and include re-entry circles.	September-December 2025-2026
Daily, every adult will be present in the hallways and greeting students at the door in the morning and before class.	September 2025
Staff attend student events, at least one per semester.	September 2025

Continue advisory 1x in a 6 day cycle.	September 2025
Continue Nighthawk Nods-student and staff shout outs weekly	Ongoing
Recognize Noble Nighthawks every quarter.	September 2025-Dec. 2025
Every teacher will know each student's name, preferred name and pronunciation.	September 2025
Student work is displayed, interactive and student created, meeting standards.	September 2025-June 2026
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?
Send individualized post cards home for every child.	January-June 2026
Daily, every adult is present in the hallways and greeting students at the door in the morning and before class.	Daily September 2025-June 2026
Staff attends student events (at least one per semester)	January 2026-May 2026
Continue advisory 1x in a 6 day cycle.	January 2026-June 2026
Continue Nighthawk Nods-student and staff shout outs weekly	January 2026-June 2026
Recognize Noble Nighthawks every quarter.	January 2026-June 2026
Every teacher will know each student's name, preferred name and pronunciation.	January 2026-June 2026
Make in-school suspension more restorative, reflective, and include re-entry circles.	January-June 2026
All students will experience a community building or academic circle weekly.	January 2026-June
Student work is displayed, interactive and student created, meeting standards.	January 2026-June

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps? complete when reviewing data*

Early Progress Milestones (implementation/outcome data)	-Advisory participation and progress -Interest inventory return rates, display of welcome signs in all languages in our school -Initial postcard distribution -Put personalized notes on student lockers or advisory on the first day of school ISS logs of students in attendance	Feedback from stakeholders will indicate improved responses on questions. Visible progress on advisory revamp, high return rate of interest inventories used by teachers, a welcoming school environment and personalized outreach through postcards, PS, teachers actively using preferred names and pronunciations. Attendance will increase at open house, school wide events, celebrations, conferences, and families will report positively on surveys in the area of family engagement. All students will participate in a community building or academic circle weekly. All staff will facilitate a community building or academic circle weekly. A decrease in ISS use for students. When students are in ISS, they will be more reflective, take accountability, and develop an action plan with trained staff to make better decisions and be successful in school.	Meeting in the summer to revamp advisory and ensure all assigned teachers are participating, time to prep any changes that need to be made. Create welcome signs in all languages that are spoken and taught in our school. Prep postcards and personalized notes for day 1.

Mid-Year Benchmark(s) (outcome data)	-Ongoing postcard distribution, consistent adult presence/greetings, staff attendance at student events -Continued feedback on advisory, volume of Nighthawk Nods, and Noble Nighthawk recognition -Early implementation and observation of weekly community building and academic circles.	Feedback from stakeholders will indicate improved responses on questions. Continued positive impact on personalized connections, increased student recognition and positive interaction, increased student engagement, growing sense of belonging by students, teams using circles effectively to build community, access content and solve problems. Attendance will increase at open house, school wide events, celebrations, conferences, and families will report positively on surveys in the area of family engagement. Every student will report that they have an adult to turn to at school if they need someone to talk to. All students will participate in a community building or academic circle weekly. All students will experience a community building circle or academic circle each week.	

End-of-the Year Targets (outcome data)	Continuation of all established initiatives Student surveys on climate and culture and SEL Observation and feedback on advisory and circles	Feedback from stakeholders will indicate improved responses on questions. Significant improvement in student reported sense of belonging, connection, and engagement, positive staff perceptions of school culture, evidence that all key strategies are contributing to a warm, inclusive and connected school environment. Attendance will increase at open house, school wide events, celebrations, conferences, and families will report positively on surveys in the area of family engagement. Every student will report that they have an adult to turn to at school if they need someone to talk to. All students will participate in a community building or academic circle weekly. All staff will facilitate a community building or academic circle weekly.	

KEY STRATEGY 3	Strengthen student literacy skills through Tier 1 Instruction, improving core reading instruction.

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?
Work with a literacy consultant that specializes in middle school literacy and improving core classroom literacy practices, get a needs assessment and outline a plan for professional development and coaching with the consultant.	September 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?

Launch and sustain independent reading with teacher-led conferring, goal-setting, and student self-tracking.	September-October 2025
Strengthen small group instruction focused on decoding, fluency, vocabulary, and comprehension by making lessons engaging and purposeful, explicitly teaching skills, and providing differentiated support.	September 2025-June 2026.
Foster reading identity through culturally relevant libraries, reading interest surveys, and reflection routines.	September 2025-June 2026.
Use coaching cycles and MTSS Tier 1 meetings to support, monitor, and adjust instruction in real time.	August 2025-December 2025.
Teach evidence-based vocabulary practices across content areas (e.g., morphology, context clues, word consciousness).	September 2025 June 2026
Emphasize Tier 2 academic vocabulary and Tier 3 using core texts and content-area units.	September 2025-June 2026
Use planning time to embed vocabulary routines into daily instruction.	October 2025-November 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?
Sustain independent reading with teacher-led conferring, goal-setting, and student self-tracking.	January-June 2026.
Strengthen small group instruction focused on decoding, fluency, vocabulary, and comprehension.	January-June 2026
Foster reading identity through culturally relevant libraries, reading interest surveys, and reflection routines.	January-June 2026
Use coaching cycles and MTSS Tier 1 meetings to support, monitor, and adjust instruction in real time.	January-June 2026
Teach evidence-based vocabulary practices across content areas (e.g., morphology, context clues, word consciousness).	January -June 2026
Emphasize Tier 2 academic vocabulary and Tier 3 using core texts and content-area units.	January -June 2026

Use planning time to embed vocabulary routines into daily instruction.	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 (implementation/outcome data)	Needs assessment, student screeners, progress monitoring, anecdotal records during 1:1 conferences, NWEA tests, NYS ELA, student surveys perceptions about reading and writing, Tier 1-2-3 data, review behavior data and referral data, use our data to deepen our classroom practices and align to student data. Lesson plans will reflect literacy initiatives.	Teacher Look-fors: -Use of common high impact teaching strategies including vocabulary. Student Look-fors: -Improved student assessment scores on vocabulary and comprehension assessments. We gather data about student perceptions about reading and writing, we have a starting point, benchmark, so that we have information of where to go next. Students will be honest about their perceptions about literacy. We will have a baseline of their reading stamina and reading behaviors. Teachers will adjust instruction based on data. We will have high participation rates in staff development, teachers will find coaching/modeling/support helpful. School leader walkthrough data will indicate that an increased use of common strategies are used across classrooms throughout the school year. Staff will use common language for instruction using HITS and also vocabulary strategies, explicit teaching.	Sharing the plan, mapping out a roadmap of how and when each strategy or focus area will occur.

Mid-Year Benchmark(s) (outcome data)	Progress monitoring, anecdotal records checklists, during 1:1 conferences,student reflections and goal setting, NWEA tests, NYS ELA, student surveys perceptions about reading and writing, Tier 1-2-3 data, review behavior data and referral data,use our data to deepen our classroom practices and align to student data. Lesson plans will reflect literacy initiatives.	Teacher Look-fors: -Use of common high impact teaching strategies including vocabulary. Student Look-fors: -Improved student assessment scores on vocabulary and comprehension assessments. Improved attitudes and perceptions about reading and writing, improvements on NWEA Reading and NYS ELA, increase in students reading and writing stamina and volume, decrease in referrals. Students will report out feelings about reading and writing identities through 1:1 conversations and goal setting conferences for NWEA. Teachers will adjust instruction based on data. Students will have observable reading behaviors and increased stamina and interest in independent reading, vocabulary instruction will be explicit and observed in classrooms. MTSS meetings will have a literacy focus. We will have high participation rates in staff development, teachers will find coaching/modeling/support helpful. School leader walkthrough data will indicate that an increased use of common strategies are used across classrooms throughout the school year.	

		Staff will use common language for instruction using HITS and also vocabulary strategies, explicit teaching.	

End-of-the Year Targets (outcome data)	Progress monitoring, anecdotal records during 1:1 conferences, NWEA tests, student reflections, goal setting, NYS ELA, student surveys perceptions about reading and writing, Tier 1-2-3 data, review behavior data and referral data, use our data to deepen our classroom practices and align to student data. Lesson plans will reflect literacy initiatives.	Teacher Look-fors: -Use of common high impact teaching strategies including vocabulary. Student Look-fors: -Improved student assessment scores on vocabulary and comprehension assessments. Improved attitudes and perceptions about reading and writing, improvements on NWEA Reading and NYS ELA, increase in students reading and writing stamina volume, decrease in referrals. Students will report out feelings about reading and writing identities through 1:1 conversations and goal setting conferences for NWEA. MTSS meetings will have a literacy focus and lens. Teachers will be able to identify explicit reading behaviors and patterns of their students and be able to differentiate based on student data to determine each child's immediate need in literacy instruction. We will have high participation rates in staff development, teachers will find coaching/modeling/support helpful. School leader walkthrough data will indicate that an increased use of common strategies are used across classrooms throughout the school year.	

		Staff will use common language for instruction using HITS and also vocabulary strategies, explicit teaching.	

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)	NWEA Reading/NYS ELA/MTSS Data/Tier 1 assessments	1, 2, and 3	Improvement in test scores but also behaviors and practices that support reading and writing identities. Increased stamina, students will read more than they have in the past, they will set goals and understand what they need to work on to improve as a reader/writer. Student's fluency and comprehension will improve.	

End-of-the Year Targets	NWEA Reading/NYS ELA/MTSS Data/Tier 1 assessments	1,2,3	Improvement in test scores but also behaviors and practices that support reading and writing identities.Increased stamina, students will read more than they have in the past, they will set goals and understand what they need to work on to improve as a reader/writer. Student's fluency and comprehension will improve. Students will maintain or improve proficiency levels in NYS ELA and Math Assessments. Levels of proficiency for the district will improve by 10%. All students will make 5-10% gains in NWEA assessments.	

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	Panorama Culture and Climate and SEL Survey	Enhance student engagement through active learning using High Impact Teaching Strategies and PBL/Interdisciplinary Units and Foster a Culture of Connection and Belonging	Panorama spring survey 20% said they were attentive and invested in school. 45% students reported favorably how strong the social connection is between teachers and students within and beyond the school.	We would like to see at least 70% of students invested in school and 70% reporting that they have a strong social connection with teachers.	
Staff Survey	Panorama Culture and Climate Survey and Jenni Donohoo Collective Efficacy Survey	Enhance student engagement through active learning using High Impact Teaching Strategies and PBL/Interdisciplinary Units and Foster a Culture of Connection and Belonging	20% of staff reported that students are enthusiastic, 31% reported that there are positive attitudes of colleagues and 36% reported a positive working environment. 20% of families reported lessons are motivating.	We would like to increase to at least 50-60%.	
Family Survey	Panorama Culture and Climate and SEL Survey	Enhance student engagement through active learning using High Impact Teaching Strategies and PBL/Interdisciplinary	14% favorable the degree to which families become	We would like to see at least 50% of our families involved in	

		Units and Foster a Culture of Connection and Belonging	involved and interact with school 1% meet in person with teachers.	meeting teachers and attending student showcase events.	

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Improve Attendance	☐ NEW ☒ EXPAND ☒ REFINE	16% of our students are identified as at risk (7%) and critical (9%), they have attended school less than 90% of the school year.
Enhance Family Engagement to Support Student Success	☒ NEW ☐ EXPAND ☐ REFINE	4% of our parents indicated on a culture and climate survey that they meet with their child's teacher. 16% of family/caregivers selected a favorable answer choice across the questions in this topic of family engagement.

Implementation

(How will we do this?)

KEY STRATEGY 1	Improve Student Attendance

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Sixth grade and New Student Orientation	August 2025
Meet with Intermediate Principals to identify at-risk students. Generate list using Panorama early warning system.	Summer 2025
District Messaging to Families on the importance of attendance using Parent Square	Summer 2025
Develop Ideas for Attendance Awards with Student Council	Spring 2025
Develop an Attendance Improvement Team with Principals, Counselors	Summer 2025

Provide training to staff to identify risks for chronic absenteeism	
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Maintain monthly attendance challenges	Develop each month
Develop tiered support interventions for students with chronic absenteeism	Ongoing as students are identified in MTSS meetings.
Identify students with 5 or more absences and provide Tier 2 interventions, such as mentoring and check-in/check-out.	Ongoing as students are identified in MTSS meetings.
Conduct home visits for students with chronic absenteeism (10 or more absences) and provide Tier 3 interventions, such as counseling and family support services or individualized attendance support plans.	Ongoing as students are identified in MTSS meetings.
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 to monitor attendance and adjust interventions as needed.	Ongoing
Implement a student attendance improvement plan for chronically absent students.	Ongoing as needed
Recognize and reward students with improved attendance.	Monthly

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps? complete when reviewing data*

Early Progress Milestones (implementation/outcome data)	-Orientation attendance -Review at risk student list -Monitor rates and clicks on Parent Square messages related to attendance -Initial monthly attendance challenges launched -Parent Square Dashboard -Individualized interventions for Tier 2 & 3 students	-Student attendance rates in Panorama will indicate 90% student attendance or higher. -High attendance rates for events indicating strong initial engagement. -A list of at-risk students ready for intervention. -Increased awareness for families regarding the importance of attendance. -A clear understanding of the baseline for chronic absenteeism, allowing for accurate progress monitoring-2 days a month is chronically absent.	

Mid-Year Benchmark(s) (outcome data)	-Review monthly attendance, track student engagement and the impact. -Analyze data from any students receiving a Tier 2&3 intervention -HOme visits and Tier 3 intervention outcomes. How many home visits? Monitor attendance changes for those families. -Continue to monitor trends of the number of students with 5+ and 10+ absences Disaggregate data by grade, demographics, and intervention type.	-Student attendance rates in Panorama will indicate 90% student attendance or higher. -Continued participation in monthly challenges, contributing to a positive attendance culture. -A measurable decrease in the number of students with 5+ absences receiving a Tier 2 intervention. -Positive shifts for those receiving Tier3 interventions and home visits. -Attendence Improvement Team uses data to inform decisions and adapt interventions. Use Panorama playbook and Attendance Works for differentiated supports. -Identify specific student populations that may need additional targeted support. We will have 90% of our students attending school 90% or more of the time.	

End-of-the Year Targets (outcome data)	-Continued monitoring of attendance data with ongoing adjustments to interventions. -Formal attendance plans developed and implemented for all chronically absent students. -Recognition and reward activities for students with improved attendance completed.	-Overall school attendance improvement of 90% or higher. Compare end of year overall attendance rates to the beginning of the year baseline and previous years data. -Chronic absenteeism reduced -Interventions effectiveness-look for improvements. -Recognition and rewards, determine if this is effective. -Absenteeism trends -A school culture that values and promotes consistent attendance among everyone.	

KEY STRATEGY 2	Enhance Family Engagement to Support Student Success

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?
Host Orientations for incoming 6th grade and new students	August 2025
Establish Family Engagement Team with Parent Representatives, Administrator, Teachers	July-August 2025
Reintroduce our two way communication system Parent Square	August 2025
Provide a workshop for families on community building and conflict resolution circles.	August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Redesign Open House with more than just a "Meet and Greet," parent and family resources presentations	September 2025
Offer quarterly parent workshops in literacy, math, attendance technology, mental health, and high stakes testing.	Quarterly
Host a student showcase or family engagement event with student video invitations	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?
Host a student showcase or family engagement event with student video invitations	January-June 2026
Conduct climate and culture surveys for families/caregivers	Spring 2026
Offer quarterly parent workshops in literacy, math, attendance, technology, mental health, and high stakes testing.	Quarterly

Invite families/caregivers in to share and teach their hobby, or expertise.		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 (implementation/outcome data)	-Open House participation, sign in sheets -Family surveys on communication -Monitor Parent Square engagement analytics -Host Family Learning Night one per quarter, get feedback on our events.	Active family engagement and an increased overall participation and attitude and feeling that they are welcome in our district and they feel like valued partners.	
Mid-Year Benchmark(s) (outcome data)	-Parent Sign-in sheets for parent workshops -Attendance at student showcases -Numbers viewed personal video invite -Host Family Learning Night one per quarter, get feedback on our events.	Culture and climate for families will improve, they will be pleased that we are offering two student showcases per year, and have pleasant feelings about the personal video invited by students.	

End-of-the Year Targets (outcome data)	-Second showcase night with student presentations, continue personal invites from students, participation rates, teacher logs of family interactions -Panorama Culture and Climate Survey -Host Family Learning Night one per quarter	Increased parent participation and improved feelings of school/family partnerships. Families/caregivers will respond favorably on our annual culture and climate survey. 50% or more of our families will respond favorably.	

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data*)
Mid-Year Benchmark(s)	Panorama Attendance Dashboard Panorama Culture and Climate Surveys	Improve attendance and Engagement to Support Student Success	Improved attendance, reduction in chronically absent, increased family engagement in Family Learning Nights and Student Showcase nights	

End-of-the Year Targets	Panorama Attendance Dashboard Panorama Culture and Climate and SEL Surveys	Improve Attendance and Enhance Family Engagement to Support Student Success	Improved attendance, reduction in chronically absent, increased family engagement in Family Learning Nights and Student Showcase nights	

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	Panorama Attendance Dashboard Panorama Culture and Climate and SEL Survey	Improve attendance and Family Engagement to Support Student Success	Panorama spring survey 20% said they were attentive and invested in school. 45% students reported favorably how strong the social connection is between teachers and students within and beyond the school.	75% or more will respond favorably	
Staff Survey	Panorama Culture and Climate Survey and Jenni Donohoo	Improve attendance and Family Engagement to Support Student Success	20% of staff reported that students are enthusiastic,	50% or more will respond favorably	

	Collective Efficacy Survey		31% reported that there are positive attitudes of colleagues and 36% reported a positive working environment, 20% of families reported lessons are motivating.		
Family Survey	Parent Square Analytics Panorama Culture and Climate and SEL Survey	Improve attendance and Family Engagement to Support Student Success	14% favor the degree to which families become involved and interact with school. 1% meet in person with teachers.	50% or more will respond favorably	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required 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
James Manchester	Principal	5/14	5/14	5/14	5/14	5/28	5/28	5/30 6/12, 6/25
Shannon Pitcher-Boyea	Assistant Superintendent	5/14	5/14	5/14	5/14	5/28	5/28	5/30 6/12, 6/25
Karen Arnold	Speech Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Molly Butts	P.E. Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Kathy Haner	Science Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Amy Kobak	Special Education Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Janelle LaValley	ELA Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Tim Loughan	Counselor	5/14	5/14	5/14	5/14	-	-	6/12
Beth Lozier	Special Education Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Nikki Morse	Intervention Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Bernadette Nolan	School Psychologist	5/14	5/14	5/14	5/14	-	-	6/12
Christine Wood	Teacher	5/14	5/14	5/14	5/14	-	-	6/12
Erin Fleury	Parent	6/25						
Danielle Bikowitz	Parent	7/10/25						

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.