**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2025-26

District	School Name	Grades Served
Niagara Falls City School District	Niagara Falls High School	9-12

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 share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

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

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

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

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

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

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

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

Key Strategy Implementation

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

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

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

Key Strategy Progress Monitoring

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

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

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

Performance Targets

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

Ongoing Monitoring

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews
Describe how the Student Interview process informed the team's plan
During the month of May, members of the SCEP interviewed 59 students in grades 9-12 using five questions that covered topics including school climate, attendance, engagement and best instructional practices. Using student responses, we geared our key strategies toward addressing student concerns. The student responses gave us insight as to what was important and top of mind for students currently enrolled here at NFHS. The key strategies we included addressed student concerns about engagement brought forth by the interviews. Additionally, the students' list of activities and strengths showed the SCEP committee what is important to the student population here.

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.
The strategies listed in this plan will improve subgroup performance (African American males who need to pass the Global History & Geography II Regents Exam) by focusing on increased attendance rates and student achievement via EWIMS and student engagement through collaboration strategies within the classroom. The students in this subgroup will be focused on via data attained from EWIMS. Students can engage in classes where new instructional strategies are being utilized. According to survey and interview data from students, this need was evident. Students will be more engaged in academics since professional development for teachers is in the plan. Students will feel a bigger part of our school community through increased early interventions employed because of data on attendance and interventions for students who may have slipped through the cracks before.

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.*
We will seek to improve student engagement, and therefore increase student achievement, by focusing on the use of collaborative learning strategies in the classroom.	☐ NEW ☐ EXPAND ☐ REFINE	From Family Engagement Survey: "Teachers make class interesting and engaging" - Favorability was only 46% From Student Climate Survey: 38% of students expressed "In class we often work with partners or in groups (T18) 28% of students felt "Classes are interesting or keep my attention" (T21) 51% of students felt "Teachers provide time for students to discuss topics and learn from one another" (T24)

Implementation

How will we do this?

KEY STRATEGY 1	We will seek to improve student engagement, and therefore increase student achievement, by focusing on the use of collaborative learning strategies in the classroom.	
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?
Professional Learning Session on opening days to include lesson planning templates and modeling of collaboration strategies		August
Develop "Cheat sheet" of strategies – identify and create common strategies		August
Schedule coaches and common time		August

FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Department-sharing of collaboration strategies	September
Use of coaching/walk-throughs to support new/identified teachers (co-planning, co-teaching & modeling)	October
Paid common planning/coaching time for identified staff members	October

SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Coaches and Department Leaders will use benchmark data to inform planning for collaborative instruction	February
Continue department-sharing of collaboration strategies	February
Continue use of coaching/walk-throughs to support new/identified teachers (co-planning, co-teaching & modeling)	February

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)	Number of coach-teacher meetings	A minimum of 20 novice teachers are meeting regularly with a coach or mentor to plan lessons using collaborative learning strategies	
	Professional Learning	Canva Poster in each classroom Opening day PD session One department meeting where strategies are shared/reviewed	

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Mid-Year Benchmark(s) (outcome data)	Walkthrough data	50% of classrooms will make use of a strategy from the NFHS-specific walkthrough tool that lists identified collaboration strategies	
End-of-the Year Targets (outcome data)	Walkthrough data	75% of classrooms will make use of a strategy from the NFHS-specific walkthrough tool that lists identified collaboration strategies	

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)	Student survey	Collaborative Learning	50% of students will indicate that they have used identified collaboration strategies in their classes	
	20-week class pass rate	Collaborative Learning	80% student course pass rate (all grades)	
End-of-the Year Targets	Student survey	Collaborative Learning	75% of students will indicate that they have used identified collaboration strategies in their classes	
	40-week class pass rate	Collaborative Learning	85% student course pass rate (all grades)	

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 strongl. agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	T18 " We often work in partners or in groups." (T21) "Classes are interesting or keep my attention" (T24)"Teachers provide time for students to discuss topics and learn from one another"	Collaborative learning Strategies	38.3% 29.7% 51.4%	43% 35% 56%	
Staff Survey	T43 -Teachers construct classroom activities to ensure high student engagement.	Collaborative learning Strategies	78.4%	83%	
Family Survey	T21 "Teachers make class interesting and engaging"	Collaborative learning Strategies	40.6%	46%	

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.*
We seek to strengthen our ability to identify students who are underperforming and proactively support them with interventions (those that we currently have as well as newly developed) through a refined Early Warning Intervention and Monitoring System.	☐ NEW ☐ EXPAND ☐ REFINE	80.2% attendance rate 59.4% Chronic absenteeism rate PS45 (Teacher Survey)- Students are able to concentrate on school. 35% favorability 382 Suspensions 45% Global 2 Pass rate 36% Earth Science Pass rate 63% ELA Regents Pass rate 78% overall class pass rate PS45 (Parent Survey) Students are able to concentrate on school. 45% favorability 601 Students in SST (30% of student population) 140 Students in AIT (14% of student population) In summary, given the above data, we recognize this Key Strategy will help us identify students and involve staff members more thoroughly to support student success.

Implementation

(How will we do this?)

KEY STRATEGY 1	We seek to strengthen our ability to identify students who are underperforming and proactively support them in interventions (those that we currently have as well as newly developed) through a refined Early Warning Intervention and Monitoring System.

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?
Identify interventions and develop a visual for EWIMS tiered interventions	August
Introduce visual and overall EWIMS structure to entire faculty and staff – Opening PD	August
Develop a staff action plan to be employed when student is identified for intervention	Summer
Professional development on Tier 1 interventions	August/Sep
Develop and establish teacher referral system to EWIMS	August
Establish EWIMS teams	August
Establish initial Tier 2 and 3 caseloads based on end of '24-'25 school year SST	August
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?
EWIMS schedule published	September
Caseloads modified as needed for Tier 2 and 3 interventions	By mid-Oct
Teacher referrals to EWIMS	Early Oct
Run and share reports and share out to staff, monthly	By mid-Oct
Full implementation of interventions	By mid-Oct
EWIMS team evaluates effectiveness of interventions for students and adjusts	Ongoing
Use of department time to look at EWIMS data.	November
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?
EWIMS continues to evaluate effectiveness of interventions and adjust	Ongoing
Teachers / Support Staff continue to recommend students	Ongoing
Continue to run and share reports and share out to staff- monthly	Monthly
Look at data for summer and next school year for interventions and program needs	May/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)	Closely monitor Attendance data for students identified through 24-25 data. Closely monitor Class pass rate data for students identified with 24-25 data Suspension data	Improved attendance, and class pass rate in this subgroup Decrease in suspensions for students in the subgroup	
Mid-Year Benchmark(s) (outcome data)	Attendance, Suspension, and Pass Rate Data for students identified through EWIMS	Improve attendance rates for Tier 2/3 EWIMS students in particular Improved class pass rate in this subgroup Decreased suspension rate for Tier 2/3 EWIMS students	
End-of-the Year Targets (outcome data)	Attendance, Suspension, and Pass Rate Data for students identified through EWIMS	Improve attendance rates for Tier 2/3 EWIMS students in particular Improved class pass rate in this subgroup Decreased suspension rate for Tier 2/3 EWIMS students	

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)	Daily Attendance Rate Chronic Absenteeism Rate Suspension Rate Class Pass Rate	EWIMS	Improve Daily Attendance Rate by 5% from 24-25. Decrease chronic absenteeism rate by 5% from 24-25. Decrease suspension rate by 10% from 24-25. Increase class pass rate by 5% from 24-25	

End-of-the Year Targets	Daily Attendance Rate Chronic Absenteeism Rate Suspension Rate Class Pass Rate Regents Exam Pass Rate	EWIMS	Improve Daily Attendance Rate by 5% from 24-25. Decrease chronic absenteeism rate by 5% from 24-25. Decrease suspension rate by 10% from 24-25. Increase class pass rate by 5% from 24-25. Increase in Regents pass rates by 10% from 24-25.	

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	AO60- Most students believe they are going to be successful. CD33- Students appear to be good at making the right choices. CD28 Students in our school take responsibility for their actions. -	EWIMS Tiers 1,2,3, Individualized intervention strategies (as outlined) implemented through EWIMS to enhance student attendance, engagement and behavior	69.5% 63.1% 22.7%	73% 68% 29%	
Staff Survey	AO60- Most students believe they are going to be successful. CD33- Students appear to be good at making the right choices. CD28 Students in our school take responsibility for their actions. -	Staff Pd and inclusion in the overall EWIMS process - Tier 1 interventions in the classroom -teacher referrals for Tiers 2 and 3 - staff reviews of monthly EWIMS reports	45% 24% 22%	50% 29% 28%	
Family Survey	AO60- Most students believe they are going to be successful. CD33- Students appear to be good at making the right choices. CD28 Students in our school take responsibility for their actions. -	Maintain communication with parents about EWIMS through teacher contact based on in class interventions and counselor, dean, social worker, administrator, and other staff contact for Tiers 2 and 3. Communicate our plans and program (EWIMS) to parents, so they are included in the process and aware of the interventions we are offering.	82.1% 78.9% 21.8%	85% 82% 30%	

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	Orie	Acti 1	Acti 2	Acti 3	Lis	Env	Plan
Meredith Anthony	World Language Teacher	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Amy Chiarella	English Teacher	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Olivia Colby	Big Picture English Teacher	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Fredia Cowart	Dean of Students	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Rosamond Donald	Social Studies Teacher	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Julianna Jacoby-Patronski	School Counselor	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Colleen Pascuzzi	Special Education Teacher	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Marlo Stearns	Parent	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Victora Stearns	Student	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Edward Ventry	Principal	5/7	5/23	5/23	5/23	5/8	5/23	6/10
Cheryl Vilardo	Principal	5/7	5/23	5/23	5/23	5/8	5/23	6/10

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 professional development is provided to support the strategic efforts described within this plan.