



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

The Niagara Falls High School CEP Development Team

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And in partnership with the staff, students, and families of Niagara Falls High School

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

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

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

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

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

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

☐ State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching and Early Warning Intervention and Monitoring System
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 2, Commitment 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Instructional Coaching – During student interviews and in reviewing survey data, students identified that some of their teachers were proficient in utilizing engagement strategies and activities in the classroom, while other teachers could benefit from seeing their colleagues implement these strategies successfully so they can apply that learning to their own classrooms. EWIMS – Data showed an emerging trend of students who attended school regularly but were still not successful in their courses and continued high absenteeism rates. Implementing EWIMS will help staff to better identify these students early and assign interventions.

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
- ☐ Rating: Meets WWC Standards Without Reservations
 - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
- ☐ Rating: Top Tier
 - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
- ☐ Rating: Model Plus
 - ☐ Rating: Model
 - ☐ Rating: Promising

☐ School-Identified

If “X” is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2024-25?	<p>We commit to engaging students in experiences that immerse them in a safe, culturally responsive, and social-emotional learning environment to build social, emotional, and cognitive skills for their future.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>The goal for students and staff is to have a positive, engaging, and safe academic experience in high school. It is important for students to feel safe while learning, and building social, emotional, and cognitive skills. Students benefit from opportunities to be recognized for their positive social and academic success, and the overall culture of the school can be improved by making it the social norm for students to make positive choices.</p> <p>In response to student survey question AO57, “I do not worry about being safe in my school” only 35.9% of students agreed. This clearly demonstrates that we need a stronger focus on creating a safe environment so students can grow academically.</p> <p>The question, “Students treat each other with respect” (RC12) shows a clear need for increasing student to student respect. All stakeholder groups strongly disagree that students treat each other with respect (students 17%, staff 14% and parents 14%). This commitment serves to address this concern and works toward increasing the level of respect within the building, by building better relationships and teaching skills that encourage respect. We envision a school where students and teachers feel safe, respected and valued.</p> <p>Through student interviews, we discovered that students are interested in learning more about their classmates' culture. Students felt confused about how diversity and culture can impact their peers and teachers. It is important to give students and staff the opportunities to learn about each other in a safe and culturally responsive environment.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
Wolverine Spirit!	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND+ <input type="checkbox"/> REFINE+	<p>According to our Student Voices Survey, “Students enjoy being celebrated” (Q1). This will be our third year implementing Wolverine SPIRIT, but efforts will be made to continue to expand its reach to acknowledge more students who are making good choices. We also hope to emphasize students demonstrating respect, as interview and survey data indicate this is an area of need. As a way to increase, positive parent communications we will send the awards home with a note to the parents congratulating them.</p>
Character Strong	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE+	<p>The question “Students treat each other with respect” (RC12) shows a clear need for increasing student to student respect. All stakeholder groups strongly disagree that students treat each other with respect (students 17%, staff 14% and parents 14%).</p> <p>Year 1 of implementing Character Strong yielded high levels of staff and student compliance, but feedback from both groups indicated the program felt disconnected from our goals. We believe streamlining Character Strong to focus on respect, bullying, and resolving social conflict will help the program to be more effective. We also hope to expand the program in targeted areas such as Tier 2 behavioral, ninth grade students, and students in special classes.</p>
PS2	NEW EXPAND+ REFINE	<p>Student interview responses to Q5 indicated that students do not always know about coursework or opportunities available as part of our career pathways initiative. Now that Career Pathways are fully developed, efforts will focus on information sharing with students, staff, and families.</p>
Big Picture	NEW+ EXPAND REFINE	<p>According to student interview questions 2 and 7, students enjoy field trips and connections with staff outside of learning. Interview responses also indicated that students learn best in a wide variety of settings and styles. Big Picture is designed to provide individualized learning based on student interest via Project Based Learning and Leaving to Learn initiatives. Our data dashboard shows a need for a different approach to</p>

Commitment 1

		instruction as many students attend regularly but continue to underachieve in school.
Cultural Spotlight	NEW+ EXPAND REFINE	In the student interviews (Q3), students indicated that they want to know about their peers' culture and that as a school community, we need to evolve our understanding of diversity.

Implementation

KEY STRATEGY 1	Wolverine Spirit!
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Continue efforts to have staff members nominate students, such as regularly sharing the nomination link.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create incentives for students to receive nominations in all six SPIRIT categories (Starbucks, a cord for seniors, etc.)	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Allow and encourage students to nominate staff for SPIRIT awards.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Have a small monthly ceremony where all students are called down to receive their SPIRIT awards. Publicize these students on social media.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Make students and staff aware of what the SPIRIT expectations are in a meaningful way.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Send Wolverine SPIRIT awards home with a letter commending the parent	by EPM by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Individuals to create a way to share expectations (media students)	
Individuals to manage sharing the nominations, planning awards, and publicizing information	
Money for incentives	

KEY STRATEGY 2	Character Strong
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Select which streamlined lessons to focus on.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Individuals devoted to implementing Tier 2 lessons, especially on social conflict and bullying.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify staff members via non-paid duties to provide Tier 1 instruction.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Implementation plan/schedule	
Time for staff members to streamline and curate the lessons	
Character Strong Program	

Commitment 1

Staff members to deliver instruction (within their teaching/duty schedule)

KEY STRATEGY 3 PS2 (Post-Secondary Success Plan)	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Print hard-copy and online catalog and infographic	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify community events to present Pathways information.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create opportunities for teachers involved in pathway courses/opportunities to present to staff to share information.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Send course catalog and pathways document to families prior to course selection.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Hard copy of pathways information printed	
Parent and Family Engagement money to share information with families	
Community Events/Spaces to present information	
Staff members to share information with colleagues, students, and families	

KEY STRATEGY 4 Big Picture	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
PBL Training during the summer of 2024	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
PBL Curriculum Map for core area instructors – Summer 2024	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
BPNF Teacher attending Big Picture National Conference (Memphis, Tennessee)- Summer 2024	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create block scheduling (STEM workshop/Humanities workshop) - Summer 2024	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create High Quality Advisory for grades 9-12	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Big Picture Contract	
Schedule that creates advisory, blocks of time, staff collaboration time	

KEY STRATEGY 5 Cultural Spotlight	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
Cultural Fair held at NFHS on Saturday, November 2. Students will be encouraged to participate and attend via the committee.	by EPM by MYB
Culture Club	by EPM by MYB
Monthly social media spotlight and newsletter features on various cultures represented at NFHS	by EPM by MYB

Commitment 1

Bulletin board in the school that represents our diversity	by EPM by MYB
Open Buffalo Seminar for students and staff	by EPM by MYB
Cultural foods at lunch	by EPM by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Individuals to run the cultural fair, social media, and create bulletin board
Kevin Edwards - Food Service Director
Extended Day funds to create the Culture Club
Physical Space at NFHS for bulletin board
Smore Newsletter for staff/family newsletters
Open Buffalo Contract

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Wolverine SPIRIT	Number of nominations	Increased number of nominations compared to the 23-24 school year	
Cultural Spotlight	Number of NFHS students participating in or attending the Cultural Fair	100 NFHS students participate (plan, prepare, work) in the Cultural Fair 300 NFHS students attend the Cultural Fair	
Big Picture	High Quality Advisory Number of Leave to Learn Opportunities Number of Internships	Each student has an Individual Learning Plan completed Each advisory attends (2) Leave to Learn Initiatives (5) students are doing internships	

Commitment 1

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)

Commitment 1

Mid-Year Benchmark(s)	Student survey data	RC12 – Students respect each other – increase from 12% to 25% DV26 – Students of a different background try to understand each other – increase from 43% to 55% AO57 – Students do not worry about being safe in school – increase from 35% to 50 %	
	Wolverine SPIRIT! nominations	Increase in nominations from the 23 – 24 school year, especially in “S” and “R”	
	Character Strong lessons implemented	Tier 1 instruction implemented twice monthly for all targeted groups (9 th grade, Special Class); Tier 2 behavioral instruction implemented for 75% of students receiving referrals/suspensions	
	Number of students attending PS2 opportunities by grade and Career Pathway as well as Big Picture	Monthly average of 200 students with opportunities distributed across grade levels and Career Pathways	
	Big Picture Work Based Learning opportunities	(6) Leave to Learn opportunities for all Big Picture students (10) Students in Internship	
	Cultural Spotlight club attendance	Average of 20 participants per session	

Commitment 1

End-of-the Year Targets	Wolverine SPIRIT! nominations	Increase in nominations from the 23 – 24 school year, especially in “S” and “R”	
	Character Strong lessons implemented	Tier 1 instruction implemented twice monthly for all targeted groups (9 th grade, Special Class); Tier 2 behavioral instruction implemented for 75% of students receiving referrals/suspensions	
	Number of students attending PS2 opportunities by grade and Career Pathway as well as Big Picture	Monthly average of 200 students with opportunities distributed across grade levels and Career Pathways	
	Big Picture PBL Data	At least for cross-curricular projects implemented per grade level	
	Cultural Spotlight club attendance	Average of 20 participants per session	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	RC12 – Students respect each other – increase from 12% to 25%	12%	25%	
	DV26 – Students of a different background try to understand each other – increase from 43% to 55%	43%	55%	

Commitment 1

	AO57 –Students do not worry about being safe in school – increase from 35% to 50 %	35%	50%	
Staff Survey	RC12 – Students treat each other with respect.	14%	25%	
	DV69 - Students of different backgrounds try to understand each other.	48.5%	60%	
	AO57 - Students do not worry about being safe in school	30%	40%	
Family Survey	RC12 – Students treat each other with respect.	14%	25%	
	DV69 - Students of different backgrounds try to understand each other.	46.7%	60%	
	AO57 - My child(ren) do not worry about being safe in school.	35.3%	50%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to fostering a growth mindset of professional learning and collaboration that promotes classrooms valuing individualized learning, mastery, ownership, engagement, and accountability.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe that students want to be invested in their learning. Our students are asking to have more engaging, relevant, rigorous learning activities to encourage individual understanding and mastery. Students also stated that some of their teachers may benefit from observing or collaborating with other teachers to create engaging lessons.</p> <p>Feedback from the Student Voice survey gives a clear indication of the need for engaging lessons and activities. 28.4% of students agreed with question T21, “Classes are interesting and keep my attention” while question T43 (“Teachers construct classroom activities to ensure high student engagement”) 22% of students strongly agreed and 77% of teachers agreed. While the Family Engagement Survey shows that 41% of families believe their child is engaged during instruction (T21). The Student Voice Survey reinforces additional need for instructional engagement when referencing question T24 which states, “Students are able to concentrate and focus on school” in which 29% of students strongly agreed/agreed.</p> <p>Survey data also revealed the need for rigorous and individualized learning activities. According to Student Survey Question C06 which asked, “Our school curriculum (work) is challenging” 43% of students strongly agreed/agreed. The Student Survey also revealed the need for additional differentiation and individualized instruction as 49% of students strongly agreed/agreed that “My teachers explain things in different ways so that all students learn” (T34). Furthermore, 51% of surveyed students also stated, “My teachers give me the types of assignments that help me learn” (T17). However, there is a noted disconnect between student and teacher perspective on differentiation as 73% of teachers feel as though they “...consistently differentiate activities and materials to meet students’ needs” (T41).</p> <p>Based on student interviews, students want us to know that they want meaningful, relevant, and individualized, instructional techniques that hold their attention. The students want to see more hands-on activities, meaningful discussions, and experiences that support the curriculum. Students believe that if the material</p>

Commitment 2

	<p>was more interactive, they would be more likely to attend regularly. To improve student academic outcomes, we must create an environment where students feel supported, valued, and challenged through experiences that use hands-on educational activities and where staff has access to PD that is meaningful and supportive of taking risks and developing new, more engaging lessons.</p>
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Instructional Coaching, Classroom Visits, and Collaboration	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND + <input type="checkbox"/> REFINE	<p>(T56) We learned that students would like to be more engaged during instruction and that teachers believe they already are. Parents also believe teachers are engaging.</p> <p>The PLC Instructional Coach has a limited number of staff members they can work with. Including our own staff as exemplars for instructional engagement will allow us to expand the number of teachers learning to better implement effective engagement strategies.</p>
Data Analysis	NEW EXPAND+ REFINE	<p>Looking through our data dashboard revealed there is a disconnect between course pass rate and Regents exam pass rate, as well as attendance and Regents pass rate</p> <p>DAP has been introduced for Regents courses in certain content areas previously. The goal this year will be to expand to all Regents courses and implement interim assessments for analysis in Global History & Geography I and II since we are a TSI school because of our Global Regents Exam results.</p>
Executive Functioning Skills Instruction	<input type="checkbox"/> NEW+ <input type="checkbox"/> EXPAND	<p>According to our Family survey question T30: 66.4% of parents believe that “their child is required to self-</p>

Commitment 2

	<input type="checkbox"/> REFINE	monitor their progress and keep track of their own learning.” 47.9% of students responding to this statement agreed that they keep track of their learning. This data shows that there is a discrepancy about student responsibility. PS 48 in our Staff Survey shows that staff believes only 10.7% of students have good habits for studying. Meanwhile, only 32.1% of students believe they have good study habits. To help students become more responsible and teach executive functioning skills such as following deadlines and using calendars, we will purchase hard copy planners for the ninth-grade class. Any additional planners will be made available to students in other grades to use. We will explore digital resources for students who do not have hard copy planners- such as Saturn or Google Calendar.
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Implementation

KEY STRATEGY 1	Instructional Coaching, Classroom Visits, and Collaboration
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	
Teacher volunteers to model engagement strategies within their content areas during classroom by other teachers based on student feedback.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Utilize department meetings to share best practices.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Use Teams to share department resources.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Instructional coaching for newer staff members.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scheduling of classroom visits	
Identify people who are willing and capable of modeling effective engagement strategies (use student voice to help identify)	
Department Leaders to organize electronic and in-person sharing	
PLC staff and schedule – would like to see an increase in the number of days from last year	

KEY STRATEGY 2	Data Analysis
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	
Item analysis meetings for June 2024 Regents exams	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Development of two common assessments for Global 9 and 10	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Correlate assessments with edoctrina to obtain item analysis	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
DAP meetings following common assessments	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 2

Establish a timeline for additional subjects based on Regent's results, including the writing of common assessments in Earth and Space Science	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time for DAP meetings	
Facilitators for DAP meetings and development of common assessments	
Time for developing common assessments	
eDoctrina	

KEY STRATEGY 3	Executive Functioning Skills Instruction	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Order planners for fall 2024	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Develop then teach expectations and procedures	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Training for staff around planners	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
LMC lessons for all 9 th grade students	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money for planners	
Planning for expectations and lessons	
Time for professional learning	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
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Commitment 2

Classrooms visits	Classroom Visit Schedule	Identify teachers who are willing and capable of sharing strategies and host classroom visits, training will occur around the expectations and hopes for visits. 90% of teachers will be scheduled for a classroom visit.	
Instructional Coaching	10 teachers who are newer to teaching/NFHS are signed up to participate in PLC coaching	Implementation of engagement strategies during administrative walk-throughs	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>

Commitment 2

Mid-Year Benchmark(s)	Mid-Year Student Survey	T21. Classes are interesting and keep my attention – increase from 38.4% to 50%	
	Classroom Visits	60% of staff have completed a classroom visit.	
	PLC Coaching Sessions	10 teachers have completed two sessions and have successfully implemented at least one strategy into their teaching.	
	Professional Sharing	Every department has established a digital sharing platform and are actively using it; 3 departments meetings have been conducted and include at least 1 teacher sharing an engagement strategy at each.	
	Data Analysis	<p>First common assessments are administered in Global 9 & 10 and data analysis is shared with teachers.</p> <p>In other key subject areas including Earth and Space Science, at least one common assessment is created utilizing professional development days</p>	

Commitment 2

End-of-the Year Targets	Mid-Year Student Survey	T21. Classes are interesting and keep my attention – increase to 55%
	Classroom Visits	75% of staff have completed two classroom visits.
	PLC Coaching Sessions	10 teachers have completed all sessions and have successfully implemented at least two strategies into their teaching.
	Professional Sharing	Every department has established a digital sharing platform and are actively using it; 5 Departments meetings have been conducted and include at least 75% of department teachers sharing an engagement strategy at each.
	DAP Meetings	Two common assessments administered in Global 9 and 10 with follow-up data analysis conducted. Two common assessments developed for implementation in 2025-2026 in key subject areas including Earth and Space Science.

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey)
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Commitment 2

				<i>results are available)</i>
Student Survey	T21 – Classes are interesting and hold my attention.	43%	55%	
	T34 - My teachers explain things in different ways so that all students learn.	49%	60%	
Staff Survey	T43 - Teachers construct classroom activities to ensure high student engagement.	77.4%	77% minimum – with a closure in the discrepancy with student/ family data (for both)	
	T41 – Teachers consistently differentiate activities and materials to meet student needs.	73%		
Family Survey	T21 – Teachers make classes interesting and engaging.	41%	55%	

COMMITMENT 3

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to partnering with families and community organizations to maximize student engagement and achievement.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment serves many purposes. We envision a school with active family involvement and strong community ties and support. We seek to make all stakeholders aware of the opportunities and the significance of daily attendance.</p> <p>This school year NFHS made significant progress on taking accurate daily attendance, which provides us solid benchmark data moving forward. This data shows 58.25% were considered chronically absent from school, a seeming increase from the previous school year, especially for students in grades 9 and 10. While course pass rates increased across all grade levels compared to the 23-24 school year, Regents exam scores dipped. This data shows the importance regular school attendance has on academic success, particularly on high stakes testing.</p> <p>Further, according to the Family Engagement Survey, Question F43, only 26.7% felt that “Teachers contact me, not just in times of concern.” This number decreased from last spring’s survey. On the same survey, Question T28, only 34.4% of families agreed with the statement “I receive notes/calls and/or other feedback from my child(ren)’s teachers.” This was echoed by kids in the Student Survey question F46. Only 45.5% of students agreed with the statement, “My teachers provide information to my family.” In some contrast, teachers believe they are communicating with families. 76.9% of staff agreed with the statement in F100, “Our families are provided with sufficient information to understand their child’s progress and become partners in learning” and 60.4% of staff agree that “Our quality/frequency of communication with families is sufficient.” (F83)</p> <p>This data, in contrast to favorable staff responses on similar questions (F100, F81, and F87), indicates parents need to hear from school officials and staff more frequently. It may also indicate that some families are still unaware of the resources available to them and their students to help them succeed, which is supported by student interview data (Question 4) that indicated that school disengagement could be prevented with some students if they were aware of certain interventions available to them at NFHS.</p>

Commitment 3

	While efforts at school newsletters and increased social media presence resulted in increased communication with families and the community overall (1490 average newsletter views per month, 82.6K Facebook visits – a 33.6% increase, and 12.5K Instagram visits – a 54.5% increase), it seems that there is still a need for increased teacher to parent contact about their students' individual needs.
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Community Outreach Events	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE+	We know from survey data that not all parents know the opportunities available at NFHS. We had success during the 23-24 school year with meeting families in the community at events and want to continue. Invite staff to senior nights for sports.
Student & Parent Ambassadors	<input type="checkbox"/> NEW+ <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Data shows that we should use social media to communicate information. Student interview data also indicates that not all students and families are aware of opportunities, such as connected to PS2.
Attendance & Engagement Team	<input type="checkbox"/> NEW+ <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	58% of NFHS students are chronically absent from school. Student interview data indicates the reason for school disengagement is varied and requires individual interventions and supports.
Parent Contact Time Focus & Scripts	NEW EXPAND REFINE+	Parents indicated in the survey responses that they are not contacted frequently enough by teachers, particularly for positive reasons. By providing some focus areas and scripts, teachers will be encouraged to contact parents for positive reasons and to include positive messages even when calling for concerns. Wolverine SPIRIT! will be refined to better communicate with families when their student is recognized for positive choices. Use Remind to

Commitment 3

		communicate general school information and teacher/student specific information.
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Implementation

KEY STRATEGY 1	Community Outreach Events	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Identify the events that NFHS staff will attend this year.	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Revise handouts for distribution.	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
PFE/SCEP funds to pay for staff members to prepare materials.		
PFE/SCEP funds to pay for staff members to attend events.		
Cost of printing/creating materials.		

KEY STRATEGY 2	Student & Parent Ambassadors	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Selection of students and parents. Students will be awarded Work Based Learning Hours.	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Training of students and parents for what will be shared and how.	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Schedule of meetings, events and information to be shared.	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Staff member to train students and parents		
Technology		
Process for sharing information, documenting Work Based Learning Hours for students		

KEY STRATEGY 3	Attendance & Engagement Team	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Identify list of chronically absent students (moderate)	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Select and assign each staff member on this team to a case load of students	<input type="checkbox"/>	by EPM

Commitment 3

	<input type="checkbox"/> by MYB
Create a schedule of home visits that the staff members will conduct.	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
Schedule monthly attendance team meetings to review data	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
Train staff members on conducting home visits and provide resources to use	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Posting and funding for staff members
Calendar of meetings and deadlines/check-ins
Process for selecting and monitoring the impact of the team
Professional development and resources for team members to use
Data to identify targeted students
Staff member to lead the initiative

KEY STRATEGY 4	Family Contact Time Focus & Scripts
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
Share the family communication schedule and information for the year, including that the first month focus will be on positive/introductory phone calls home	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create an infographic/cheat sheet to be shared with staff members	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Provide time at a staff meeting for sharing information and expectations, including the use of Remind	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Determine with Building Committee the format and options for family communication time	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Provide positive post cards that can be filled out and mailed home by teachers.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop system for families to sign up for Parent Teacher Conferences using a hybrid system	by EPM by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Process for parent communication time and sign-up (technology) agreed upon with Building Committee	
Funding to pay individuals to develop resources and materials	
Administrative review of logs and Remind Data	
Remind App & Training Documents	

Progress Targets

Early Progress Milestones

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

Commitment 3

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Community Outreach	Calendar of Events for the year	Staff attend at least three events by the end of October and connect with at least 50 families.	
Student & Parent Ambassadors	Selection and training of ambassadors	At least ten ambassadors selected and trained by the end of October and at least 5 school events/information shared	
Attendance & Engagement Team	Selection of team members and assigning of student case load	By the end of October, team is intact and has conducted at least one home visit for each student on their case load.	
Parent Contact Time	Communication Plan, Scripts shared with staff	<p>By the end of October, all staff members will have completed 4 hours of parent contact time, including 2 hour (about 10 kids) of introductory/positive parent contact time</p> <p>By the end of October, all staff members will have active Remind accounts and have shared with all parents (at Orientation, Open House, parent communication night) the code for joining.</p>	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)

Commitment 3

Mid-Year Benchmark(s)	Number of Parent Sign-Ins at Community Outreach Events	An average of 12 parents reached at community outreach events at the six events held from July – January	
	Number of Social Media Shares	Social media posts average 100 shares	
	Number of Family Newsletter Views	An average of 1000 views per month	
	Improved Chronically absent rate	Reduce rate of chronically absent students to 50%	
End-of-the Year Targets	Number of Parent Sign-In at Community Outreach Events	An average of 12 parents reached at community outreach events at the twelve events held during the 2024-2025 school year	
	Number of Social Media Shares	Social media posts average 100 shares	
	Number of Family Newsletter Views	An average of 1000 views per month	
	Improved Chronically absent rate	Reduce rate of chronically absent students to 50%	

Spring Survey Targets

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

Commitment 3

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	F46 - My teachers provide information to my family.	45.5%	55%	
Staff Survey	F100 – Our families are provided with sufficient information to understand their child’s progress and become partners in learning.	76.9%	80%	
	F83 – Our quality/frequency of communication with families is sufficient.	60.4%	80%	
Family Survey	F43 - Teachers contact me, not just in times of concern.	26.7%	40%	
	T28 - I receive notes/calls and/or other feedback from my child(ren)'s teachers.	34.4%	45%	

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. Collaborative School Improvement Grant Development
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 existing commitments.

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 2024-25 school year.

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

Our Team's Process

Background

NYSED requires that the SCEPT is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Meredith Anthony	Spanish Teacher	5/15	6/4		6/17	6/4	6/21	7/8
Amy Chiarella	English Teacher	5/15	6/4	5/24	6/17	6/4	6/21	7/8
Martin Campbell	Business Teacher	5/15	6/4	5/24	6/17	6/4	6/21	
Taj-Nique Cole	Teaching Assistant	5/15			6/17	6/4	6/21	
Cheree Copelin	Library Media Specialist	5/15	6/4	5/24	6/17			7/8
Fredia Cowart	Dean of Students	5/15	6/4	5/24	6/17	6/4	6/21	
Cari DuBois	Special Education Teacher	5/15	6/4		6/17			
Julianna Jacoby-Patroski	School Counselor	5/15	6/4	5/24	6/17			7/8

Our Team's Process

Giannina Lucantoni	English Teacher	5/15	6/4	5/24	6/17	6/4	6/21	
Yvette Mercado	Special Education Teacher	5/15	6/4	5/24	6/17	6/4	6/21	7/8
Julie Olander	Teaching Assistant	5/15			6/17	6/4	6/21	
Carla Parkes	Science Teacher	5/15	6/4	5/24	6/17	6/4	6/21	7/8
Colleen Pascuzzi	Special Education Teacher	5/15			6/17	6/4	6/21	7/8
Annalise Scherer	Business Teacher	5/15	6/4	5/24	6/17	6/4	6/21	7/8
Nicholas Ruffolo	Administrator	5/15						
Edward Ventry	Administrator	5/15			6/17			
Valerie Rotella-Zafuto	Administrator	5/15						
Bryan Rotella	Administrator	5/15						
James Smith	Student	5/16		5/24		6/4	6/21	
Victoria Stearns	Student	5/16		5/24		6/4	6/21	7/8
Natalie Schlosser	Student	5/16		5/24	6/17			7/8
Karen Howard	Parent	5/13			6/17	6/4	6/21	7/8
Marlo Stearns	Parent	5/13		5/24		6/4	6/21	7/8
Deanna Warren	Parent	5/13		5/24		6/4	6/21	
Cheryl Vilardo	Administrator	5/15	6/4	5/24	6/17	6/4	6/21	7/8
Rosamond Donald	Teacher							7/8

Learning As A Team

Directions

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

Student Interviews

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

During the month of May, members of the SCEP interviewed 87 students grades 9-12 with 11 questions that covered ideas and topics like school climate, attendance, engagement and best practices. Using the 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 address all student concerns 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 in 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 2 Exam) by focusing on increased attendance rates, recognition of positive traits (SPIRIT), and increased communication between students, families and the school community. The students in this subgroup will feel better connected to their academic and social life by having more information and opportunities to participate and grow. 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 information sharing.

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

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

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

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

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the
2. first day of school.
3. Monitor implementation closely and adjust as needed.
4. 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.
5. Ensure that there is professional development provided to support the strategic efforts described within this plan.
6. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.