



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

Board Approved August 29, 2024

Updated December 2024

District	School Name	Grades Served
Newburgh Enlarged City School District	Newburgh Free Academy	9-12

Collaboratively Developed By:

The Newburgh Free Academy SCEP Development Team

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 - Susan Brescia, Special Education English Teacher
 - Jennifer Costabile, English Teacher
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 - o Christopher Fassett, School Psychologist
 - o Robin Mojica, School Psychologist
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- Parents
 - o Shareem Braxton
 - o Emily Greaven

And in partnership with the staff, students, and families of Newburgh Free Academy

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.

X 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	Professional Learning Communities (PLCs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment #1 - We are committed to implementing smaller learning communities across all three campuses of the high school, with the intent to offer a more personalized learning environment for all students, promote academic engagement, provide a sense of belonging and support, and foster stronger relationships between students and teachers.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The counselors and other PPS staff are overwhelmed with the number of tier 1 interventions required by the students. The PLC will help to implement the MTSS process across all campuses. The counselors also felt that although the Main Campus has a wealth of opportunities for students to consider, the organizational structure is set up as one large school. Students are struggling to connect with students who have similar interests and staff that can provide them with an education aligned to their aspirations.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to implementing smaller learning communities across all three campuses of the high school, with the intent to offer a more personalized learning environment for all students, promote academic engagement, provide a sense of belonging and support, and foster stronger relationships between students and teachers.</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>Team Vision: Students entering Newburgh Free Academy will engage in an educational program that meets their individual needs leading to walking across Academy Field with a high school diploma after four years</p> <p>School counselors shared that although the Main Campus has a wealth of opportunities for students to consider, the organizational structure is set up as one large school. Students are struggling to connect with students who have similar interests and staff that can provide them with an education aligned to their aspirations.</p> <p>Students are currently organized by cohort teams. School administrators and PPS staff are assigned to each cohort and support the students through the four years at the school. Once again, students are not grouped for instruction based on their needs or their aspirations. The counselors would prefer to work with a different grouping of students, that included a mix of all cohorts.</p> <p>There are approximately 2400 students enrolled at the Main Campus. There are approximately 900 students enrolled at the North Campus. The North Campus is already constructed with smaller learning communities with P-Tech, Certified Nursing Assistant and the Law and Forensics programs. The West Campus, our smallest campus, is a separate house that implements the Big Picture Learning Model.</p> <p>Data from the Main Campus (525 students) Regarding diversity and inclusion, 51% of the students felt that students treat people from different races, ethnicities, or cultures fairly. 64% of the students felt that adults treat people from different races, ethnicities, or cultures fairly.</p>

	<p>Data from the Main Campus - Sense of Belonging (525 students)</p> <p>28% of the students felt people at the school understood them as a person.</p> <p>25% of the students felt connected to the adults in the school.</p> <p>33% of the students felt other students showed quite a bit of respect for them</p> <p>27% of the students felt they mattered quite a bit to others in the school.</p> <p>37% of the students felt they feel like they belong at the school.</p> <p>Data from the Main Campus - Social Awareness (525 students)</p> <p>26% of the students felt quite clearly that they were able to describe their feelings.</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>
Restructure the high school to support the implementation of smaller learning communities in the form of houses.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	By creating houses and breaking down the larger school, we believe: students will feel that people at the school understand them as a person. Students will feel connected to the adults in the school. Students will feel that other students will show quite a bit of respect for them

		<p>Students will feel they mattered quite a bit to others in the school.</p> <p>Students will feel like they belong at the school.</p> <p>Students will feel quite clearly that they were able to describe their feelings.</p>
Implement a formal transition process for students going from grade 8 to grade 9.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The transition from grade 8 to grade 9 has been less than successful based on high rates of discipline referrals and lower rates of academic achievement.
Adoption and implementation of consistent Professional Learning Communities in all houses, that will focus specifically on enhancing student engagement.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Simply creating houses will not have the impact on student improved academic success expected. The academic deficiencies defined above, as well as the clearly defined social and emotional needs self identified by the students will be addressed through a consistent PLC model that will be implemented across all the houses.

Implementation

KEY STRATEGY 1

Restructure the high school to support the implementation of smaller learning communities in the form of houses.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<p>For the 2024-2025 school year</p> <p>NFA Main Campus:</p> <p>The redesign of our school community into:</p> <ul style="list-style-type: none"> - 3 Houses - 4 cohorts in each house (based on entering 9th grade year) - 2 APs per house, 1 Vice Principal, 1 Co-Principal - 3 School Counselors, 1 Social Worker, 1 school psychologist, and attendance liaison per house. 	<input checked="" type="checkbox"/> by EPM September 2024 <input type="checkbox"/> by MYB	
<p>For the 2024-2025 school year</p> <p>NFA North Campus:</p> <ul style="list-style-type: none"> - 2 Houses (NFA North & P-Tech) - 4 Cohorts in each house (Based on their entering 9th grade year) - 1 Administrator for every 2 Cohorts moving through the years with students (1 AP with Cohort 2024 & Cohort 2022) and (1 AP with Cohort 2023 & Cohort 2021) - P-Tech House Principal will oversee all 4 cohorts in their House - Each Cohort will have a designated School Counselor, PPS staff, & Attendance Liaison 	<input checked="" type="checkbox"/> by EPM By September 2024 <input type="checkbox"/> by MYB	

NFA West will remain the same - 1 House - 1 AP - 1 School Counselor, 1 Social Worker (part time), 1 attendance liaison	x by EPM By September 2024 <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?	
Master schedule with room availability, money for room conversions, communicate effectively with necessary departments to meet the physical setting/space needs of the building,	

KEY STRATEGY 2	Implement a formal transition process for students going from grade 8 to grade 9.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Develop a Transition team that will include school admin from middle school and high school, school counselors that can articulate the various programs offered in their school, central office administration and the Director of Pupil Personnel Services.	X by EPM September 2024	
Outline the functions of the team and the Timeline/Activities required of the team to ensure that all students are placed in a house no later than June of each year.	X by EPM October 2024	
8th Grade students will participate in house selection tours. Students will be able to obtain information about each house to make an informed decision.	<input type="checkbox"/> by EPM x by MYB	
Utilize the Academic Planner effectively. Guidance counselors from each house will complete classroom visits explaining <i>Charting Your Course</i> to each ELA class. A description of all courses will be presented to the scholars so they can strategically select their courses for the following academic year.	<input type="checkbox"/> by EPM x by MYB	
A google form will be administered by Winter Break to poll the students of the effectiveness that the houses have on their academic achievements. All three campuses	<input type="checkbox"/> by EPM x by MYB	
A google form will be administered at Parent Teacher Conferences to poll the parents of the effectiveness that the houses have on their scholars' academic achievements. All three campuses.	<input type="checkbox"/> by EPM x by MYB	
Grouping of students in groups Student inventory and provide to teachers (Learning Styles Inventory) - This may be available in Panorama or Naviance Assigned Staff to each house Assemblies every quarter? Create a modified advisory?	<input type="checkbox"/> by EPM x by MYB	

RESOURCES

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

Infinite Campus Academic Planner, Registration Department

Facilitation of the transition process by staff from Ulster BOCES

KEY STRATEGY 3

Adoption and implementation of consistent Professional Learning Communities in all houses, that will focus specifically on enhancing student engagement.

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

NFA North Campus - PLC Main Campus - PLC NFA West Campus - PLC	x by EPM <input type="checkbox"/> by MYB
Professional Learning Communities Outlined for NFA Main Campus and NFA West Campus	x by EPM <input type="checkbox"/> by MYB
Meet with facilitator from Ulster BOCES to outline the technical assistance to be provided in order to guide the implementation of a PLC in each house.	X by EPM
1. Define and communicate the purpose of the PLC. PLCs will be created in each house. Effective PLCs are founded on the shared vision and values of improving learning outcomes for students. All PLC participants should understand that the purpose of the PLC is to determine what changes educators can make to improve student achievement. <ul style="list-style-type: none"> - PLC's are based on the Master Schedule for each house - TBD meeting days and locations - TBD number of teachers/staff in each PLC - TBD rotating group leaders 	x by EPM <input type="checkbox"/> by MYB
2. Build time into staff schedules to collaborate consistently Each PLC needs to have a common meeting time and location to collaborate. <ul style="list-style-type: none"> - PLCs will meet 2x/week for 40 mins. - Meeting #1: <ul style="list-style-type: none"> - PLC may focus on: Attendance, SEL, Behavior Plans, Restorative Justice/Circles *Monthly support from Guidance, Social Worker, Psychologist - Meeting #2: <ul style="list-style-type: none"> - PLC will focus on Instructional Strategies - Student Work (using protocol/Common rubric) - Cross Curricular Perspective - Academic Language - Exceptional Learners/Co-Teaching models - ENL strategies/Co-Teaching models 	x by EPM <input type="checkbox"/> by MYB
3. Provide school-wide guidance on how to effectively facilitate a PLC.	X by EPM
4. Establish norms and promote a spirit of collaboration, inquiry, and reflection	X by EPM

within PLCs.	
<p>5. Ensure PLCs look at student work and/or student data.</p> <ul style="list-style-type: none"> - Teachers in PLC will engage in student work protocol using a common rubric. - In Common Core ELA, Global I, Global II and U.S. History, a common piece of writing will be assessed at least quarterly. - In Living Environment and Earth Science PLC groups will focus on the lab write-ups. - In Algebra 1, free resonance questions will be assessed to address a student's complete understanding. <p>During the PLC meeting each group can analyze common student work across the discipline. Teacher presented student work. Analyze the previous Regents Exam results for topics that teachers need to focus on for the upcoming year; work with the end in site.</p>	X by EPM
<p>6. Monitor the effectiveness of each PLC.</p> <p>Ask PLCs to provide meeting minutes, planning documents (e.g., instructional plans, data analysis, or other evidence of their work in order to determine whether each group is focused on school priorities and meeting expectations. Additionally, consider having a member of the leadership team work with each PLC in person on a regular basis to ensure that teams are progressing toward their goals and have the support they need.)</p>	X 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?	
Provide space for PLCs to meet. Professional Development for an effective PLC program.	
1. Opening Day faculty meeting description of PLC for all teachers, faculty and staff to have full understanding of the implementation.	
2. Master schedule for each campus	
3. Professional Development (BOCES) Instructional Coach	
4. Instructional Coach and members of each PLC (subgroups of each PLC)	
5. Instructional Coach Agreed upon document for all PLCs to gather, reflect, and guide each group. <ul style="list-style-type: none"> a. Effective Teacher Professional Development Report b. Student Work Analysis Protocol c. PDSA d. Academic Language Stems 	
6. BOCES Consultant Training for staff on PLCs	

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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)
Restructure the high school to support the implementation of smaller learning communities in the form of houses.	Balanced, proportionate student groupings in each house	The physical plant has been transformed to support the house concept
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	<p>Success: Main, North, and West campuses have successfully implemented House Plan. Main Campus: Houses have been balanced by gender, programming, and equitable distribution of student groupings.</p> <p>Challenges: Main Campus - Limited student enrollment in certain courses within each house has led to some students needing to cross houses, resulting in houses that are not strictly aligned.</p>	
Implement a formal transition process for students going from grade 8 to grade 9.	Student voice in determining their choice Balanced data informed houses	Formalized SOP for transition
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	All campuses have scheduled campus selection tours for January 2025. Progress toward meeting additional selection criteria will continue as the calendar year advances.	

Adoption and implementation of consistent Professional Learning Communities in all houses, that will focus specifically on enhancing student engagement	Training and PLC Model has been adopted	Student behavior referrals have been reduced Panorama targets show improvement Math and ELA academic growth
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<p>What we ended up seeing <i>(complete six to ten weeks into the school year)</i></p>	<p>Success: PLCs are established at all campuses, with every teacher assigned to a PLC group.</p> <p>Meeting schedules: Main & North: PLCs convene on Tuesdays and Thursdays. West: PLCs meet on Thursdays. Agendas are provided in advance of each PLC meeting.</p> <p>Focus: The primary goal of all PLCs is to improve student achievement through a literacy-centered focus. Each PLC retains autonomy in creating strategies to support this literacy objective. PLCs document minutes and collect data to track progress.</p> <p>Data Analysis: Panorama results, alongside PLC data, must be analyzed to assess progress toward literacy goals. A survey needs to be developed to evaluate the effectiveness of current strategies across all campuses.</p> <p>Challenges and Concerns: Some teachers express the need for consistent literacy strategies across all PLC groups. Current effectiveness is unclear; a structured review process is required to identify best practices.</p> <p>Key Actions Moving Forward: Address the Social-Emotional Learning (SEL) component in collaboration with SEL staff. Engage in instructional discussions on vocabulary development and best practices. Facilitate dialogue among administrators to share observations and assess PLC effectiveness. Provide ongoing professional development to enhance the effectiveness of PLCs. Optimize the use of instructional coaches to support PLC efforts.</p>
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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?
Mid-Year Benchmark(s)	<p>Transition Team SOP created and on target for implementation</p> <p>PLC Agendas and student work analysis progress</p>	<p>Essential elements of a successful transition SOP</p> <p>Student writing improved based on responses to constructed response questions</p>
What we ended up seeing <i>(complete when reviewing mid-year data)</i>		
End-of-the Year Targets	<p>PLC Agendas and student work analysis progress</p>	<p>Student writing improved based on responses to constructed response questions</p>
What we ended up seeing <i>(complete when reviewing end-of-year data)</i>		

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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey	K-12 Insight Teachers show students how lessons relate to life outside of school?	46%	5%-10%
Staff Survey	K-12 Insight Teachers show students how lessons relate to life outside of school?	69%	5%-10%

Family Survey	K-12 Insight Teachers show students how lessons relate to life outside of school?	40%	5%-10%
What we ended up seeing <i>(complete once Spring survey results are available)</i>			

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to supporting the literacy needs of our students in ICT classrooms</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>Team Vision: Students entering Newburgh Free Academy will engage in an educational program that meets their individual needs leading to walking across Academy Field with a high school diploma after four years</p> <p>Teachers determined that students need support to address: Ability to make a claim and defend it Develop and analyze a central idea Apply problem solving to real life Explicit vocabulary and academic language Understand purpose, point of view and audience Read and comprehend various genres</p> <p>Classroom visits highlighted the following professional development topics for staff: Small group instruction Promoting problem-solving and permitting choice Reinforcing positive behavior Understanding learning styles, processes and differences</p> <p>NYS Regents Analysis 3 Year Trend Report for Common Core ELA (SWD and Gen Ed Need) RL3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (59%) RL 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text (55%) L4 – Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and content, choosing flexibility from a range of strategies (60%) L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (60%) Writing (53%)</p>

Commitment 2

	<p>3 Year Trend Report for Common Core Algebra (SWD)</p> <p>A SSE2 Use the structure of an expression to identify ways to rewrite it. (11%)</p> <p>A REI 4b Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.</p> <p>A REI 12 Graph the solutions to linear inequality in two variables as a half plane ...</p> <p>F IF 6 Calculate and interpret the average rate of change of a function over a specified interval</p> <p>S ID 8 Compute and interpret the correlation coefficient of a linear fit.</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 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>
Successfully introducing and engaging faculty in implementation of new models at all three campuses	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students and families did not feel a sense of belonging due to the size of the campus resulting in a disconnect.
John Hattie & Hochman Method: Focus in ICT ELA (all classes)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Less than 50% of our students are performing below standard in ELA and Algebra Regents-through item analysis that Literacy, Comprehension and Vocabulary are the weakest areas.

Implementation

KEY STRATEGY 1

Successfully introducing and engaging faculty in implementation of new ELA and Math instructional models at all three campuses

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Provide		
- PD during Orientation in September		x by EPM
- PD during Supt. ½ Days BOY, MY, EOY		<input type="checkbox"/> by MYB
In Classrooms		
- Introduce and explain Diagnostic & Collection of data		x by EPM
		<input type="checkbox"/> by MYB
In September, Training/PD for McDowell Sentence Stem strategy (Writing Revolution)		x by EPM
		<input type="checkbox"/> by MYB
In September, Training/PD for co-teaching pairs facilitated by Ulster BOCES		<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?		
In September, Training/PD for McDowell Sentence Stem strategy (Writing Revolution)		
<ul style="list-style-type: none"> ● 25 Copies of the book: The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades 2nd Edition Judith Hochman & Natalie Wexler ISBN# 978-1394182039 		
In September, Training/PD for co-teaching pairs facilitated by Ulster BOCES		
<ul style="list-style-type: none"> ● 25 Copies of the book : Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension, 3rd Edition Lori Oczkus ISBN #978-1-4166-2599-5 		
<ul style="list-style-type: none"> ● Compensation for teachers to plan PD and develop resource materials to turn key during PLC & Supt PD Days ● Location of PD at NFA Main, NFA North and NFA West campuses ● \$\$ for PD? (time for it and space to hold it) ● Plans/playbook for how all teachers can implement ● Instructional coach for PD in ELA & Math ICT Sections 		

KEY STRATEGY 2

Hattie & Hochman - Literacy across the content areas – focus on ICT ELA

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
<p>Steps to implement in ICT ELA</p> <ul style="list-style-type: none"> - Diagnostic will be administered in ELA courses and shared with all four core teachers - At NFA Main- 12 Sections (22 ELA Gen Ed, 6 SPED ELA) - At NFA North- 7 sections (7 ELA Gen Ed, 4 SPED ELA) 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Creation of Diagnostic</p> <ul style="list-style-type: none"> - Administer in ELA Sections to Grade bands 9th &10th and 11th & 12th - Create/select rubric that aligns with targeted standards 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Focused Redirection of Instructional Methods (Ulster Boces: Book Study)</p> <ul style="list-style-type: none"> - Determine specific academic vocabulary - Introduce Hochman sentence frames <ul style="list-style-type: none"> - Build exercises using Hochman’s approach gradually but consistently <p>- Introduction to Reciprocal Teaching</p> <ul style="list-style-type: none"> - PD on Reciprocal teaching through Ulster Boces in September for all ICT Pairs 		<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?		
<p>PRINT SHOP ORDER (Created by SLT Team Members)</p> <ul style="list-style-type: none"> ● Hochman sentence frames (displays/posters that can be visible in the focus group classrooms) <ul style="list-style-type: none"> ○ Sentence types/structure (simple, compound, complex) ○ Fragments and run-ons ○ Conjunctions to build complexity (through comparing and contrasting) <ul style="list-style-type: none"> ■ “School is like a job because...” ■ “Democracy is often contrasted with dictatorships but...” ■ “Ratios are like proportions, so...” ■ Appositives ■ Transitions (words and phrases) 		

KEY STRATEGY 3 Hochman Method: Focus in ICT Algebra 1

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Creation of a Word-Based Diagnostic <ul style="list-style-type: none"> - Administer in Algebra I Sections to Grade bands 9th &10th and 11th & 12th - Create/select rubric that aligns with targeted standards - At NFA Main- Sections (22 ELA Gen Ed, 6 SPED ELA) - At NFA North- Sections (7 ELA Gen Ed, 4 SPED ELA) 		x by EPM <input type="checkbox"/> by MYB
Implementation of end of year assessment		<input type="checkbox"/> by EPM x by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Compensation for teachers to create diagnostic and end of year assessment		

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? <i>(consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)</i>
Student writing improved based on responses to constructed response questions	Analysis of student work based on adopted rubric.	Beginning, middle and end of year growth.
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	<ul style="list-style-type: none"> • No adopted rubric. Teachers are presenting student work during PLCs at NFA North. 	
Hattie & Hochman - Literacy across the content areas – focus on ICT ELA	Walk-through data	Implementation of instructional strategies (at least 50% of the teachers)

Commitment 2

<p>What we ended up seeing <i>(complete six to ten weeks into the school year)</i></p>	<ul style="list-style-type: none"> • North: Gallery walks and circles the introduced Reciprocal teaching, annotation, and writing revolution. Read about adolescent literacy from the what works clearinghouse guide. • Some Social Studies classes have looked at the single paragraph outline document and the posters. Some Social Studies teachers are implementing some pedagogy in their classes. • Gallery walks and circles were used during the beginning PLC meetings to introduce Reciprocal teaching, annotation, and writing revolution strategies at North • North created a PLC google classroom with resources and a way to access the Instructional coach. Resources for the reciprocal teaching and writing revolution posters have been shared in the google classroom but have not been sent to the print shop • Professional Development from Mike McDowell for lead teachers and Special Educators and for all highschool teachers at the October Faculty meeting. • English department was given the Writing Revolution 2.0 book in November and About half the ELA high school teachers attend a professional development on Writing as a way of living and learning on November 5th • Coaches gave a low stakes writing PD on how teachers can help students use conjunctions using the hochman method (Because, but, so...). • PLC google classroom with resources at North • A P.D. is being prepared by Mrs. St.-Louis in collaboration with Ms. Baumann and Ms. Hesse on the Writing Revolution. For February for the English Department. • Mrs. St.-Louis did a low stakes writing PD on Infusing literacy strategies for note taking and vocabulary instruction for Social Studies. ELA department received The Writing Revolution 2.0 book and had PD about it. • Some classes are using sentence stems and graphics organizers to assist students with Turn and Talks, and whole class discussions in ELA and Social Studies at North. • Resources have been shared in Google Classroom. 	
<p>Hochman Method: Focus in ICT Algebra 1</p>	<p>Walk-through data</p>	<p>Implementation of instructional strategies (at least 50% of the teachers)</p>
<p>What we ended up seeing <i>(complete six to ten weeks into the school year)</i></p>	<ul style="list-style-type: none"> • North: Gallery walks and circles the introduced Reciprocal teaching, annotation, and writing revolution. Read about adolescent literacy from the what works clearinghouse guide. • Gallery walks and circles were used during the beginning PLC meetings to introduce Reciprocal teaching, annotation, and writing revolution strategies at North • North created a PLC google classroom with resources and a way to access the Instructional coach. Resources for the reciprocal teaching and writing revolution posters have been shared in the google classroom but have not been sent to the print shop • Professional Development from Mike McDowell for lead teachers and Special Educators and for all highschool teachers at the October Faculty meeting. • PLC google classroom with resources at North • Jen Newman has provided professional development of low stakes writing in Math. 	

Commitment 2

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?
Mid-Year Benchmark(s)	Walk-through data	Implementation of instructional strategies (at least 50% of the teachers)
What we ended up seeing <i>(complete when reviewing mid-year data)</i>	<p>At North:</p> <p>One section of Algebra 1 ICT has begun using reciprocal teaching strategies. 2 sections of 11th grade ELA ICT have begun using reciprocal teaching strategies. And Writing Revolution techniques. One 11th grade Gen. Ed class with a large ENL population is consistently using reciprocal teaching strategies. 2 sections of 10th grade ELA ICT have begun using reciprocal teaching strategies. 2 sections of 9th grade ICT ELA are about to use reciprocal teaching strategies. 2 Social studies classes are using reciprocal teaching and a small portion of writing revolution strategies.</p> <p>Math and Science attended PD on November 5th on writing strategies across content areas Barrier is the assessment of the strategies. Getting more Algebra classes trying the strategies. Not having department meeting time to be able to have the same content area teachers collaborate to engage in looking at students' work using an adopted rubric. No rubrics have been created. There is no walk through data.</p>	
End-of-the Year Targets	Walk-through data	Implementation of instructional strategies (at least 50% of the teachers)
What we ended up seeing <i>(complete when reviewing end-of-year data)</i>		

Commitment 2

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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey	Teachers set high expectations for all students?	74%	3%-5%
Staff Survey	Teachers set high expectations for all students?	71%	3%-5%
Family Survey	Teachers set high expectations for all students?	65%	3%-5%
What we ended up seeing <i>(complete once Spring survey results are available)</i>	<ul style="list-style-type: none"> • Not developed yet. 		

COMMITMENT 3

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to placing students with disabilities into programs where they will benefit from the instructional program that is most appropriate</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> 	<ul style="list-style-type: none"> • Students have been placed in programs that do not reflect their needs. • No voice from high school educators in 8th grade annual reviews. • We do not have all special education programs in all buildings. • K-12 rigor and environment in self-contained classes is inconsistent across buildings/district. • Lack of collaboration between special education teachers and guidance counselors in creating student schedules. • Lack of meetings with Assistant Superintendent for Special Education and special education teachers. • Inconsistency in understanding thoughts on special education programs and ideas. • Teacher voice in CSE annual reviews is not universally heard or addressed based on the needs of the student. • Some annual review decisions are being made based on parent’s wants, not student’s needs.

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 3

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>
Annual Review Process and Program	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Review will be informed by the multidisciplinary assessment to inform in LRE (Least Restrictive Environment)
Aligning schedules to student's program needs	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Training sessions and meetings for all stakeholders to create a student program form for the next school year
Better communication during transitional 8th to 9th grade	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Meetings that would occur once a quarter with teachers from Middle and High School to discuss the academic needs for students as they plan for a vertical transition
Appropriate staff invited to CSE meetings to speak to student needs and abilities	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Current core teachers attend CSE meetings throughout the year.

Implementation

KEY STRATEGY 1	Annual Review Process and Program Review will be informed by a multidisciplinary assessment to inform in LRE (Least Restrictive Environment)
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IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
<p>On-going training for special education teachers on Special Education assessments (Woodcock-Johnson) -attendance by each special education teacher recorded</p> <p>School Psychologists will facilitate this training twice per quarter as follows: Qtr 1- Meeting 1 Topic: How to administer Woodcock-Johnson Subtests Meeting 2 Topic: How to administer Woodcock-Johnson Subtests</p> <p>Qtr 2- Meeting 3 Topic: How to interpret the data for each subtest Meeting 4 Topic: How to interpret the data for each subtest</p> <p>Qtr 3- Meeting 5 Topic: How to input the data into IEP Direct Meeting 6 Topic: How to input the data into IEP Direct</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 3

<p>Qtr 4- Meeting 7 Topic: How to use the data to inform creating an IEP for the next school year. Meeting 8 Topic: How to use the data to inform creating an IEP for the next school year.</p> <ul style="list-style-type: none"> - Prior to implementation School Psychologists will collaborate to plan the Woodcock-Johnson quarterly trainings - Evaluation tool will be utilized following quarterly trainings by trainers and trainees to progress monitor 	
<p>All stakeholders will attend a training session(s) to learn and receive updates on procedures/protocols of CSE meeting processes</p> <ul style="list-style-type: none"> - A BOCES trainer will conduct training sessions to inform all stakeholders of the CSE meeting process and the responsibilities/role of each stakeholder (once per year during the first semester) - Feedback survey after the training session -professional development days will be used to offer each group of stakeholders training on CSE meeting processes (can be broken into groups to facilitate the process) -attendance by each stakeholder recorded 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>District Special Education Lawyers will train stakeholders on the rights of each stakeholder (special education teacher, general education teacher, chair, guidance counselor, school psychologist, social worker, etc.)</p> <ul style="list-style-type: none"> - Once per year during the first semester - Feedback survey after the training session. - attendance by each stakeholder recorded 	
<p>RESOURCES</p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>School Psychologist - conduct training on Special Education assessments (Woodcock-Johnson)</p>	
<p>BOCES trainer or Director of Special Education - conduct training sessions to stakeholders regarding the CSE meeting processes</p>	
<p>District Special Education Lawyers - conduct training on the rights and obligations of each stakeholder</p>	

KEY STRATEGY 2 Aligning schedules to student’s program needs

<p>IMPLEMENTATION</p> <p>What is our plan for implementing Key Strategy 2? What steps are involved?</p>		<p>When will this be in place?</p>
<p>Training sessions for all stakeholders on properly implementing a student’s IEP</p> <ul style="list-style-type: none"> -attendance by each stakeholder recorded 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>High school special education liaison that would attend 8th grade CSE meetings at the middle school to inform of available high school programs (ICT, 12-1-1, 15-1, etc.)</p> <ul style="list-style-type: none"> -attendance recorded at CSE meetings -liaison keeps a record of all meetings that were attended 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 3

<p>Create a student program form for the next school year to use at CSE annual reviews that shows exactly which classes the students should be placed in for each subject (ICT, 15-1, 12-1-1, etc) - include a signature for the guidance counselor -The student program form will be utilized at every CSE annual review meeting once the IEP is finalized</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Guidance counselors must use the student program forms to accurately schedule each special education student -sign off on the student program form once the student is scheduled</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>In the 2024-2025 school year, case managers will need to check each student’s IEP and compare them to the students current schedule to verify appropriate placement for each subject area. (September and January) -Committee will create a Google Form for the case managers to complete to identify if the schedules were aligned to each students IEP</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Meeting at the beginning of the year with all ICT teachers to explain the reasoning process and expectations for the SCEP implementation. -Sub-committee of SLT will set up and run the meeting</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>BOCES trainer or Director of Special Education - hold training for stakeholders on properly implementing a student’s IEP</p>	

KEY STRATEGY 3 Better communication during transitional 8th to 9th grade

IMPLEMENTATION	When will this be in place?
<p>What is our plan for implementing Key Strategy 3? What steps are involved?</p> <p>Once a quarter, during staff development, middle school and high school special education teachers will meet to discuss vertical transitions and necessary academic skills -expectations at high school level for each program</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>High school special education liaison that would attend 8th grade CSE meetings at the middle school to inform of available high school programs (ICT, 12-1-1, 15-1, etc.) -attendance recorded at CSE meetings -liaison keeps a record of all meetings that were attended</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Meetings with the Assistant Superintendent of Special Education to create a transition plan. BOCES would facilitate the creation of a transition plan.</p>	<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

Commitment 3

RESOURCES

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

Time set aside during professional development days for middle school and high school special education teachers to meet in order to discuss transitions and academic skills

BOCES trainer

Assistant Superintendent of Special Education

KEY STRATEGY 4

Appropriate staff invited to CSE meetings to speak to student needs and abilities

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Current core teacher attends the CSE meeting - ongoing

- by EPM
- by MYB

RESOURCES

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

Director of Special Education and/or CSE Chair - scheduling of CSE meetings and attendees

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)
Annual Review Process and Program Review will be informed by a multidisciplinary assessment to inform in LRE (Least Restrictive Environment)	<ul style="list-style-type: none"> * Special education training * Agendas * Committee determination 	*Multi content area team input was considered in final determination
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	<ul style="list-style-type: none"> • North surveyed teachers regarding: WJIV training (current-last 3 years); results are in the process of being analyzed. Decisions will be made from results and appropriate training given. • Rauri Gibbon training CSE meeting process- roles and responsibilities of all stakeholders scheduled for January. • District Special Education Law training has not been scheduled at this time. 	
Aligning schedules to student's program needs	<ul style="list-style-type: none"> * Course requests * Review of IEP 	*Students are prepared to learn in the courses assigned.
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	<ul style="list-style-type: none"> • No training on implementing an IEP. However, a comprehensive review was completed by designated stakeholders. Staffing shortage of Special Education teachers affecting compliance 8-9. • Student program form has not been created, however, data has been gathered to guide the creation of the form. • Guidance counselors have not used the form. (It will be used during scheduling timeline) 	
Better communication during transitional 8th to 9th grade	*Grade 8 to 9 Annual Reviews to ensure a High School representative was present at each meeting	100% of the meetings have High School representation.
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>	<ul style="list-style-type: none"> • Special Education liaison 8th & 9th. • We reviewed the SCEP commitments as it relates to Commitment #3 	

Commitment 3

Appropriate staff invited to CSE meetings to speak to student needs and abilities	*Grade 8 to 9 Annual Reviews to ensure a High School representative was present at each meeting	Teachers that actually deliver instruction to students' are at the table.
What we ended up seeing <i>(complete six to ten weeks into the school year)</i>		

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?
Mid-Year Benchmark(s)	Review of schedule of meetings	100%
What we ended up seeing <i>(complete when reviewing mid-year data)</i>		
End-of-the Year Targets	Formal committee meeting	100%
What we ended up seeing <i>(complete when reviewing end-of-year data)</i>		

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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey	Students in this school receive support that addresses their individual needs?	55% agreed	3%-5%

Commitment 3

Staff Survey	Students in this school receive support that addresses their individual needs?	70% agreed	3%-5%
Family Survey	Students in this school receive support that addresses their individual needs?	45% agreed	3%-5%
What we ended up seeing <i>(complete once Spring survey results are available)</i>			

Our Team's Process

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	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
Doddo, Matteo	<i>Co-Principal</i>	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;7.24;8.22
Kavanagh, Patrick	Assistant Principal	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;7.3;7.24;8.22
Layne, Jessica	Assistant Principal							7.24;8.22
Rivera, Lauren	Assistant Principal	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;7.24;8.22
Monereau-St Louis,Carolyn	Assistant Principal	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;7.24;8.22
Valentino, Susan	<i>Co-Principal</i>	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;8.22
Amer, Ihab	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;7.24;
Brescia, Susan	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.24;8.22
Costabile, Jennifer	ELA Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;7.24;8.22
Czyz, Jennifer	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;8.22
Fassett, Christopher	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;8.22
Hughes, Amy	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.21;7.3;7.24;8.22
Lang, Roxanne	Social Worker	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;8.22
Lee, Verna	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;7.3;
McQueen, Renee	ELA Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;7.24;8.22
Mojica, Robin	School Psychologist	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.21;7.3;7.24;8.22

Our Team's Process

Muller, Joanna	Math Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;1;7.3; ;8.22
Pagan, Sandra	SPED Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.2 1; 7.24;8.22
Sinnott, Mary	Math Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;;6.21;7.3 ; 7.24;8.22
Trapani, Theresa	Math Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.2 1;7.3; 7.24;8.22
Walz, Ryan	ELA Teacher	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	5.29-5.31	6.11;6.17;6.2 1;7.3; 7.24;8.22

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

K-12 Insight Survey, Panorama Survey and student interviews were used for data collection and formed decisions regarding our three commitments.

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 team determined specific strategies to address the identified Special Education population targeting school structure, literacy and CSE meeting structure that will result in a positive impact on all students at Newburgh Free Academy.

Next Steps

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 first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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 pla