



## 2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	PSLA @ Fowler High School	Richard Romeo	9-12	CSI

- ✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.
- ✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **: Schoolwide Voting**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Richard Romeo	Principal
2	Rebekah Grecco	Vice Principal
3	Michael Spier	Vice Principal
4	Amorie Green	Administrative Intern
5	Ian Lane	Instructional Coach
6	Teresa Gallo	Instructional Coach
7	Roxanne Ray	Family Engagement
8	Nicole Casamento	Counselor/ SLT
9	Kelly Wall	Special Ed teacher/ SLT
10	EJ Northrop	Teacher/ SLT
11	Angela Matarazzo	ENL Teacher/SLT
12	Amy Oberacker	Special Ed teacher/SLT
13	Shane Guido	Teacher/SLT
14	Lakena Gamble	Parent
15	Collette Orr	Parent

### 2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>
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## Student Supports Commitment

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## Evidence-Based Intervention

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## Learning As A Team

## SIG Expenditure Plan (CSI, ATSI,TSI Only)

## OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 10px; text-align: center;">           Goals will be developed after all 2024-25 data are available         </div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

Commitments		
1	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.
2	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.
3	Attendance	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	Student Supports	This school is committed to aligning and maximizing resources to serve and impact each student's needs.

### School Identified Key Strategies (Maximum of 6)

**Directions:** Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Note, this means **a maximum of six strategies** across the four commitments. Confirm whether the strategy is "new" (N) – "expanded" (E) – "refined" (R)."

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	1) Establishing Systems for Accountable Talk	R
		2	Claim, Evidence, & Reasoning	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	2) PLC: Promoting a Collaborative Culture	R
		4	Formative Assessment Practices	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Multi-Tiered System of Supports (MTSS)	R

**Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

<b>Key Strategy 1:</b> Establishing Systems for Accountable Talk	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Rebekah Grecco, Vice Principal
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on benchmarks assessment, regents scores, and the overall need to increase student engagement, *Accountable Talk* was identified as a district priority. This will have a positive impact on students because it will continue to hold students accountable for explaining their thinking and being able to participate in academic discussions across content areas.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

Accountable Talk will be refined more this school year as teachers will be held more accountable for regular implementation. Teachers will be expected to incorporate accountable talk into their lessons daily as the school works toward 100% implementation. We will continue to add best practices to what we already have at PSLA @ Fowler.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop accountable talk readiness survey to completed by all teachers Implementation Indicator	8/15	Ian Lane – inst. coach	Time	
Share accountable talk readiness survey with all staff and examine results Implementation Indicator	9/1 - 9/15	Inst. Coaches, admin. team	Common meeting time	
Communicate accountable talk expectations to all staff Implementation Indicator	9/1	Rich Romeo – principal	PD, time	
Develop walk-through tool for accountable talk implementation Implementation Indicator	9/1 - 9/15	Ian Lane – inst. coach	Time	
Use survey results to develop differentiated PD opportunities for staff depending on readiness for accountable talk implementation Outcome Indicator	9/15 - 9/30	Ian Lane – inst. coach	Time, PD schedule	
Deliver differentiated accountable talk PD to all staff with offering for beginners (new staff), intermediate, and expert (groups determined by survey results) Implementation Indicator	10/1 - 10/15	Ian Lane and Teresa Gallo – coaches, expert teachers	Time, PD	
Conduct regular weekly walk-throughs for all teachers focusing on accountable talk implementation using walk-through tool. Outcome Indicator	10/1 - 10/31	Coaches, admin. team	Time, walk-through schedule	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/15	100% participation in staff accountable talk readiness survey	Honest responses from all teachers about their readiness to implement accountable talk in their classrooms	
10/15	100% attendance at first accountable talk PD sessions	All teachers engaged in their respective sessions	
10/31	100% of teachers attempting accountable talk	Teachers of all readiness levels at least attempting to try accountable talk	

**Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan**

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Accountable talk will be refined more this school year as teachers will be held more accountable for regular implementation. Teachers will be expected to incorporate accountable talk into their lessons on a daily basis as the school works toward 100% implementation

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop a list of expert teachers for accountable talk using observations from walk-throughs in October	11/1 - 11/15	Coaches, admin. team	Time to meet	
Develop a list of teachers most in need of accountable talk PD using observations from walk-throughs in October	11/1 - 11/15	Coaches, admin. team	Time to meet	
Set up mentoring groups for accountable talk based on lists created (ideally mentoring groups within content areas)	11/15 - 11/30	Coaches, admin. team	Time to meet	
Continue accountable talk walk-throughs	11/1 - 12/15	Coaches, admin. team	Scheduling time	
Accountable talk check-ins in department meetings (communicate expectations, teachers bring samples of accountable talk implementation, take questions/concerns)	12/15 - 12/20	Department leads	After school department meeting time	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15	A substantial list of expert teachers for accountable talk Implementation Indicator	At least 1-2 experts in accountable talk in each content area	
12/1	Appropriate groupings for experts and beginners for accountable talk Implementation Indicator	Similar contents for mentors and learners	
12/20	Increased/improved implementation of accountable talk from beginning and intermediate teachers Outcome Indicator	Stronger and more regular implementation of accountable talk from all teachers learning the strategies	

#### Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

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<b>Key Strategy 1:</b> Establishing Systems for Accountable Talk	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Rebekah Grecco, Vice Principal
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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue walk-throughs focusing on accountable talk implementation	1/1 - 3/31	Coaches, admin. team	Time	
Develop and share a mid-year check in survey to all staff to gauge accountable talk implementation, including successes and challenges	1/15 - 1/31	Ian Lane – inst. coach	Time	
Teachers in need observe expert teachers within their content area for accountable talk learning (schedule of observations set by coaches)	1/15 - 1/31	Teachers, coaches	Time, subs for class coverage	
Expert teachers and learning teachers meet to debrief observations	2/1 - 2/15	Teachers	Times, subs for class coverage	
Departments run content specific PD around accountable talk sharing best practices and having open and honest discussions about how implementation has gone so far	2/15 - 2/28	Teachers	After school PD time	
Examine results of mid-year survey and plan PD based on data	3/1 - 3/15	Coaches	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31	100% active participation in accountable talk mentoring groups Implementation Indicator	Experts sharing and assisting learners, learners engaging and trying to improve implementation	
2/15	100% participation in observation debriefs Outcome Indicator	Teachers engaged and asking honest questions	
3/15	100% participation in the mid-year survey Outcome Indicator	Honest feedback and sharing of successes and challenges	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

**Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

**Key Strategy 1:** Establishing Systems for Accountable Talk

[SY2526 PD Plan \[PSLA @ Fowler\].xlsx](#)

**School Lead:** Rebekah Grecco, Vice Principal

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on benchmarks assessment, regents scores, and the overall need to increase student engagement, *Accountable Talk* was identified as a district priority. This will have a positive impact on students because it will continue to hold students accountable for explaining their thinking and being able to participate in academic discussions across content areas.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

Accountable talk will be refined more this school year as teachers will be held more accountable for regular implementation. Teachers will be expected to incorporate accountable talk into their lessons on a daily basis as the school works toward 100% implementation.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue accountable talk walk-throughs	4/1 - 5/31	Coaches, admin. team	Time	
Facilitate staff-wide PD focusing on debriefing the mentoring groups for accountable talk from February and March	4/15	Coaches	After school PD time	
All teaching staff submit a model lesson of their accountable talk implementation	5/15 - 5/31	Teachers	Time	
Provide feedback to teachers from model lessons	6/1 - 6/15	Coaches	Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31	All teachers regularly implementing accountable talk Implementation Indicator	Natural embedded implementation of accountable talk moves across contents	
6/15	100% submission of lessons from all teachers Outcome Indicator	Well-planned lessons showcasing teachers' use of accountable talk strategies	

#### Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning



**Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

<b>Key Strategy 2:</b> Claim, Evidence, and Reasoning	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Mike Spier – vice principal
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing. We were able to review different data such as testing data, interviews and walkthrough data and found that our students are struggling to comprehend texts.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

For the 2025-26 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies. This will refine CER implementation compared to previous years

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop walk-through tool specific to CER implementation	8/15	Coaches, admin. team	Time	
Develop CER knowledge survey and share with staff	8/15 - 9/1	Coaches	Time	
Share walk-through tool with staff at opening days staff meeting	9/1	Mike Spier – VP	Meeting time	
Collaborate with Leadership Team, Instructional Coaches and Administrators to develop 4 CER assignments given quarterly in core classes	9/1 - 9/15	Coaches, admin. team	Time	
Give CER Assignment #1, which will be connected to the respective content areas of implementation	9/15 - 9/30	Teachers	Class time	
Conduct first round of CER focused walk-throughs	10/1 - 10/31	Coaches, admin. team	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/1	Have a completed walkthrough tool that includes CER look-fors	Clear walkthrough tool presented at back-to-school staff PD	
9/15	35 % of teachers are implementing effective CER Strategies in the	Through walkthroughs, we would like to see teachers implementing CER	
10/1	CER Assignment 1 Given in all CORE Classes	CER prompts for all 4 core classes	
10/31	Evidence of teachers working on CER with students	Students engaged in the CER process across contents	

#### Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing. We were able to review different data such as testing data, interviews and walkthrough data and found that our students are struggling to comprehend texts.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

For the 2025-26 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies. This will refine CER implementation compared to previous years

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Data Analysis of CER #1 and presented to departments	11/15	Department leads	Planning time, afterschool PD time	
Continue walkthroughs to accumulate data on CER Strategies	11/1 - 11/30	Coaches, admin. team	Time	
Use walk-through data to inform decisions about PD needs for different teachers around CER	12/1 - 12/10	Coaches, admin. team	Time	
Deliver CER focused PD to teachers in department PDs	12/10 - 12/20	Department leads	After school PD time	
Give CER assignment 2	12/1 - 12/20	Teachers	Class time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15	100% participation in first CER assignment Outcome Indicator	Thoughtful participation from teachers and students in the CER process	
11/15	50 % of teachers are implementing effective CER Strategies in the	Through walkthroughs, we would like to see teachers implementing CER Strategies.	
12/20	Student growth on CER Assignment 2 (MP2) compared to CER assignment 1 (MP1) Outcome Indicator	Students using CER strategies from class and applying them to assignments	
12/20	More natural embedded CER implementation in classrooms Implementation Indicator	Teachers starting to make CER part of their daily planning routine	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

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<b>Key Strategy 2:</b> Claim, Evidence, and Reasoning	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Mike Spier – vice principal
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing. We were able to review different data such as testing data, interviews and walkthrough data and found that our students are struggling to comprehend texts.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

For the 2025-26 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies. This will refine CER implementation compared to previous years

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue CER focused walk-throughs	1/1 - 3/31	Coaches, admin. team	Time	
Deliver CER specific PD for best practices in department PDs	1/15 - 1/31	Department leads	After school PD time	
Teachers analyze written responses from January regents during department meetings. Teachers work with instructional coaches to modify teaching strategies specific to CER based on findings.	2/1 - 2/15	Regents teachers	Common planning time, subs for class coverage	
Give CER assignment 3 in all core classes	2/15 - 3/31	Core content teachers	Planning time, class time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31	Staff learning happening at PD sessions Implementation Indicator	Teachers engaged and invested in improving CER implementation to make it a regular part of their practice	
2/15	Growth in written responses on the January 2025 Regents compared to previous PSLA Regents Outcome Indicator	Students using strategies of CER on their Regents exams to earn more points on written responses.	
2/15	75 % of teachers are implementing effective CER Strategies in the	Through walkthroughs, we would like to see teachers implementing CER Strategies.	
3/31	CER assignment 3 completed Outcome Indicator	Participating and engagement from teachers and students	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

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#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue walkthroughs to accumulate data on CER Strategies	4/1 - 6/1	Coaches, admin. team	Time	
Use walk-through data to identify 3-5 teachers to share some CER best practices at final staff meeting of the year	5/15 - 5/31	Coaches, admin. team	Time	
Give CER Assignment #4 in all core classes.	5/15 - 5/31	All core teachers	Planning time, class time	
Share at department meetings findings from CER Assignment #4.	6/1 - 6/15	Department leads, coaches		
Teachers share CER best practices at final staff meeting	6/10	Teachers		

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/10	Thoughtful teacher presentations of best practices Implementation Indicator	Teachers engaged in learning CER practices	
6/15	100 % of teachers are implementing effective CER Strategies in the Outcome indicator	Through walkthroughs, we would like to see teachers implementing CER Strategies.	
6/15	100% participation in CER assignment 4 Outcome Indicator	Strong finish for the final CER assignment of the year	
6/15	Continued increase in regularity for CER implementation across contents Outcome Indicator	Improved regularity and quality of CER implementation	

#### Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

**Key Strategy 3:** PLC – Promoting a Collaborative Culture

[SY2526 PD Plan \[PSLA @ Fowler\].xlsx](#)

**School Lead:** Adel Valdes – Vice Principal

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on data from district-wide assessments, including benchmarks and Regents exams, Professional Learning Communities (PLCs) have been identified as a key district priority. This data highlight areas where students need additional support and where instructional practices can be enhanced to close achievement gaps. PLCs will empower teachers to respond to assessment insights, collaborate with one another, and ultimately drive improved academic outcomes across the school and district.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

We will continue to refine our PLC implementation as we work toward getting teachers of common contents together to achieve goals and maintain a cohesive focus as a staff.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review master schedule to ensure that PLC times include all instructional staff and ensure that PLCs include teachers of common content	8/1 - 8/31	Admin. team	Time	
Determine different PLCs to be established and notify staff members which PLC(s) they will participate in	8/15 - 8/31	Admin. team	Time	
Create PLC protocol for PLCs to use to guide all meetings regardless of topic/focus	8/15 - 9/1	Coaches	Time	
Notify all staff of expectations for PLCs (frequency of meetings, what is to be accomplished during meetings, etc.). 100% of instructional staff are expected to attend PLC meetings prepared to engage with the rest of the PLC regarding all relevant topics. PLCs will be provided with a protocol to assist with holding meetings that focus on working toward short-term action steps and goals.	9/1	Admin. team	Planning time, time slot for presentation in opening days	
Hold first quarter of PLC meetings focusing on student needs and building instructional initiatives (accountable talk, CER, etc.).	9/15 - 10/31	Coaches, PLC participants	Meeting times	
Collaboration among academies/PLC to establish student goals for the year	10/1 - 10/31	PLC participants	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	100% attendance and participation at PLC meetings (accountable via sign-in sheets) Outcome Indicator	Staff attending and engaging with PLC topics each week	
10/1	35% of reviewed PLC agendas are on track Outcome indicator	Agendas have clear plans and goals and align with PSLA @ Fowler mission and vision	
10/31	PLCs regularly submit minutes to admin. Team Outcome Indicator	Evidence of focused, goal-oriented meetings with an emphasis on supporting student learning	
10/31	Relevant, attainable goals for students within respective PLCs	Goals communicated to students and referenced in classrooms	

	Implementation Indicator		
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**Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan**

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<b>Key Strategy 3:</b> PLC – Promoting a Collaborative Culture	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Adel Valdes – Vice Principal
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to hold regular weekly meetings with 100% of instructional staff in attendance.	11/1 - 12/20	PLC leads and participants	Time	
Create and provide PLCs with goal assessment protocol	11/1	Coaches	Time	
Assess progress of student goals using protocol and student data	11/1 - 11/15	PLC leads and participants	Time	
Observe PLC meetings and provide feedback	11/15 - 12/20	Admin. team	Time	
Set new student group goals for second semester	12/1 - 12/20	PLC leads and participants	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20	100% attendance and participation at PLC meetings (accountable via sign-in sheets) Implementation Indicator	Staff attending and engaging with PLC topics each week	
12/20	50% of reviewed PLC Agendas are on track Outcome Indicator	Agendas have clear plans and goals and align with PSLA @ Fowler mission and vision	
12/20	PLCs regularly submit minutes to admin. Team Outcome Indicator	Evidence of focused, goal-oriented meetings with an emphasis on supporting student learning	
12/20	Administratively observed effective PLC meetings Outcome Indicator	Teachers working collaboratively toward common goals within PLCs	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

**Key Strategy 3:** PLC – Promoting a Collaborative Culture

[SY2526 PD Plan \[PSLA @ Fowler\].xlsx](#)

**School Lead:** Adel Valdes – Vice Principal

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on data from district-wide assessments, including benchmarks and Regents exams, Professional Learning Communities (PLCs) have been identified as a key district priority. This data highlight areas where students need additional support and where instructional practices can be enhanced to close achievement gaps. PLCs will empower teachers to respond to assessment insights, collaborate with one another, and ultimately drive improved academic outcomes across the school and district.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

We will continue to refine our PLC implementation as we work toward getting teachers of common contents together to achieve goals and maintain a cohesive focus as a staff.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to hold regular weekly meetings with 100% of instructional staff in attendance.	1/1 - 3/31	PLC leads and participants	Time	
Establish action steps necessary for teachers and students to work toward set goals	1/15 - 1/31	PLC leads and participants	Time	
Observe PLCs and provide feedback focused on improving efficiency of meetings	2/1 - 2/28	Admin. team	Time	
Establish student goals for marking period 4 focusing on end of year success for students	3/1 - 3/31	PLC leads and participants	Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31	100% attendance and participation at PLC meetings (accountable via sign-in sheets) Outcome Indicator	Staff attending and engaging with PLC topics each week	
3/31	PLCs regularly submit minutes to admin. Team Outcome Indicator	Evidence of focused, goal-oriented meetings with an emphasis on supporting student learning	
3/31	75% of reviewed PLC agendas are on track	Agendas have clear plans and goals and align with PSLA @ Fowler mission and vision	
3/31	Student goals for end of year success Implementation Indicator	Thoughtful, specific goals set by PLCs to drive student success in passing courses and regents exams	

#### Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan



**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

<b>Key Strategy 3:</b> PLC – Promoting a Collaborative Culture	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Adel Valdes – Vice Principal
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<p><b>What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? <i>Consider both data trends observed and student interview responses.</i></b></p> <p>Based on data from district-wide assessments, including benchmarks and Regents exams, Professional Learning Communities (PLCs) have been identified as a key district priority. This data highlight areas where students need additional support and where instructional practices can be enhanced to close achievement gaps. PLCs will empower teachers to respond to assessment insights, collaborate with one another, and ultimately drive improved academic outcomes across the school and district.</p> <p><b>If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.</b></p> <p>We will continue to refine our PLC implementation as we work toward getting teachers of common contents together to achieve goals and maintain a cohesive focus as a staff.</p>
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to hold regular weekly meetings with 100% of instructional staff in attendance.	4/1 - 6/15	PLC leads and participants	Time	
Assess progress of end of year goals set in March and determine next steps if necessary	5/1 - 5/15	PLC leads and participants	Time	
Reflect on PLC effectiveness and goal-setting – determine changes for next year to improve effectiveness of PLC meetings	6/1 - 6/15	PLC leads and participants, admin. team	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15	100% attendance and participation at PLC meetings (accountable via sign-in sheets) Outcome Indicator	Staff attending and engaging with PLC topics each week	
6/15	100 % of reviewed PLC Agendas are on track Outcome Indicator	Agendas have clear plans and goals and align with PSLA @ Fowler mission and vision	
6/15/	80 % or more of students are passing their classes Outcome Indicator	Due to efficient PLC time and student wrap-around, we would see 80 % or more of students passing classes	
6/15	PLCs regularly submit minutes to admin. Team Outcome Indicator	Evidence of focused, goal-oriented meetings with an emphasis on supporting student learning	
6/15	Reflections of successes and areas of improvement for PLC implementation Outcome Indicator	Honest and thoughtful feedback from PLCs and admins. Focused on improving PLC implementation for coming school year	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

<b>Key Strategy 4:</b> Formative Assessment Practices	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Amorie Green - Intern
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on assessments, overall academic performance, and student engagement, formative assessments have emerged as a critical focus for instructional improvement. Consistent use of formative assessments allows educators to make data-driven decisions that promote a supportive and inclusive environment, resulting in enhanced academic outcomes for every student.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Revisit and reassess expectations for implementation formative assessment in classrooms	8/15-8/31	Coaches, admin. team	Time to meet	
Provide PD and communicate expectations for formative assessment to teachers	9/1	Coaches	Time	
Provide e-mail and face to face reminders to staff about formative assessment expectations	9/15-9/30	Coaches	Time	
Conduct walk-throughs in classrooms and provide feedback specifically focused on implementation of formative assessment	9/15 - 10/31	Coaches, admin. team	Time	
Use walk-through data to generate a list of teachers that need more guidance with formative assessment	10/15 - 10/31	Coaches, admin. team	Time	
Provide teachers with a survey asking them to reflect on student engagement from formative assessment	10/20 - 10/31	Coaches	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER) Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
09/15/2025	Review the clear expectations of formative assessments in the classroom with staff. Discuss and hand out material on specific assessments we would like teachers to use Implementation indicator	Teachers use specific formative assessments and have a clear understanding of expectations.	
10/31	Regular daily implementation of formative assessment in classrooms Implementation Indicator	At least one formative assessment strategy is used daily in all classes	
10/31	10 teachers engage in coaching cycles focusing on formative assessments Outcome Indicator	10 teachers ( 5 mentors and 5 mentees engage in coaching cycles)	
10/31	Increased student learning as a result of engaging in formative assessment Outcome Indicator	Higher levels of student engagement (determined by teachers completing a survey reflecting on student engagement)	

#### Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

<b>Key Strategy 4:</b> Formative Assessment Practices	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Amorie Green - Intern
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Essential Action Steps</b> (Begin with a verb)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b> (PD, Budget, People, Time, etc.)	<b>P</b>
Conduct follow up walk-throughs to assess ongoing formative assessment implementation	11/1 - 11/30	Coaches, admin. team	Times	
Identify 5-10 model classrooms for formative assessment implementation	12/1	Coaches, admin. team	Time	
Identify teachers that could benefit from observing formative assessment in a model classroom	12/1	Coaches, admin. team	Time	
Create timeline/schedule for teachers in need to observe model classrooms after break	12/15	Coaches	Time	
Create reflection protocol for teachers to focus their observations	12/15	Coaches	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<i>Outcome Data</i>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/1	Increased implementation of regular formative assessment Implementation Indicator	At least 2 formative assessment strategies implemented daily in classrooms	
12/1	A core group of model teachers to showcase formative assessment Implementation Indicator	At least 10 teachers identified as exemplars for formative assessment implementation	
12/1	14 teachers engage in coaching cycles focusing on formative assessments Implementation indicator	14 teachers ( 7 mentors, and 7 mentees engage in coaching cycles)	
12/15	A group of teachers willing to observe model teachers in order to improve formative assessment practices Implementation Indicator	100% of identified teachers open to observation to improve practice	

<b>Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan</b>

**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

**Key Strategy 4:** Formative Assessment Practices

[SY2526 PD Plan \[PSLA @ Fowler\].xlsx](#)

**School Lead:** Amorie Green - Intern

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

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This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Secure sub coverage for teacher observations	1/1 - 1/15	Secretaries	Time, budget	
Allow teachers to observe formative assessment strategies in model classrooms	1/15 - 1/30	Teachers	Time, subs	
Distribute reflection protocols to teachers who observed model classrooms and allow them time to complete lesson plan based on formative assessment best practices	1/15 - 1/30	Teachers	Time	
Conduct follow-up walk-throughs for teachers who observed model classrooms. Provide feedback to teachers	2/1 - 2/28	Coaches, admin. team	Time	
Conduct routine walk-throughs for all teachers to look for ongoing formative assessment implementation	3/1 - 3/31	Coaches, admin. team	Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/30	Investment and engagement from host and visiting teachers for model classroom visits Outcome Indicator	100% participation and engagement from involved teachers	
3/1	Implementation of learned/observed strategies Implementation Indicator	Teachers regularly implement strategies learned in visits	
3/1	16 teachers engage in coaching cycles focusing on formative assessments Implementation Indicator	16 teachers ( 8 mentors, and 8 mentees engage in coaching cycles)	
3/31	Increased implementation of effective formative assessment within all classrooms Outcome Indicator	At least 2 formative assessment strategies in all classes building wide	

#### Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

**Academic Commitment #2:** This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

**Key Strategy 4:** Formative Assessment Practices

[SY2526 PD Plan \[PSLA @ Fowler\].xlsx](#)

**School Lead:** Amorie Green - Intern

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on assessments, overall academic performance, and student engagement, formative assessments have emerged as a critical focus for instructional improvement. Consistent use of formative assessments allows educators to make data-driven decisions that promote a supportive and inclusive environment, resulting in enhanced academic outcomes for every student.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Communicate to staff expectation of at least 2 formative assessment checks per lesson plan	4/1- 4/15	Admin. team	Time	
Continue walk-throughs to observe for formative assessment strategies	4/15 - 5/31	Coaches, admin. team	Time	
Distribute end of the year reflection survey to teachers on formative assessment implementation/plan to gather data for next school year	6/1 - 6/15	Coaches, Admin. Team, Teachers	Time	
Analyze data and reflect on building wide formative assessment implementation to plan and make improvements for the next school year	6/1 - 6/15	Coaches, Admin. team	Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/1	Increased implementation of formative assessment Outcome Indicator	At least 2 formative assessment checks for understanding per day in all classes	
6/15	18 teachers engage in coaching cycles focusing on formative assessments Implementation Indicator	18 teachers ( 9 mentors, and 9 mentees engage in coaching cycles)	
6/15	Completed teacher reflections Outcome Indicator	Thoughtful and honest reflection individual formative assessment implementation	
6/15	Completed leader reflections Outcome Indicator	Thoughtful and honest reflection of building-wide formative assessment implementation	

#### Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Quentin Scott – Dean of Students
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

In an effort to address the school's rate of 53.3% absenteeism, the attendance team will focus on intervening with students earlier to continue to improve student attendance. This will have a positive impact on students because increased attendance will increase students' opportunities for learning.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

The school will continue to refine the process of implementing an effective attendance team. We've had much success with some of the strategies that are already in place, and we will add new strategies in hopes of improving attendance even more.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review attendance team protocols and make necessary adjustments. Add extra meetings to create early intervention strategies when students begin to miss 2-4 days of school.	8/1 - 8/30	Quentin Scott, available attendance team members	Time, budget	
Recruit additional members to join the Attendance Team at PSLA @ Fowler High School (send emails, offer in person meeting to share details)	8/15	Quentin Scott, admin. team	Time, budget	
Set the Attendance Team schedule for the 2024-2025 school year	8/31	Attendance team	Time	
Meet with Middle School Teams on Teams at a common available time (likely after school) and discuss our tiered students. Discuss strategies to implement immediately upon entering PSLA @ Fowler High School	8/15 - 9/30	Attendance team	Time	
Hold initial attendance team meetings and review attendance data for the first 2 months of school	10/1 - 10/31	Attendance team	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	Decrease in chronic absenteeism rates Outcome Indicator	No more than 30% of students chronically absent through first two months of school	
10/31	Productive attendance team meetings assessed using feedback surveys Outcome Indicator	Full attendance team engaged and attending all meetings	

#### Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Quentin Scott – Dean of Students
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**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

The school will continue to refine the process of implementing an effective attendance team. We've had much success with some of the strategies that are already in place, and we will add new strategies in hopes of improving attendance even more.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue holding regular attendance team meetings on a twice a month basis	11/1 - 12/20	Attendance team	Time	
Use MP1 and MP2 attendance data to set school attendance goals for the second half of the year	12/1 - 12/10	Attendance team	Time	
Determine action steps for meeting goals for second half of the year and put a plan in place	12/11 - 12/20	Attendance team	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/10	Established attendance goals for chronically absent students for the second half of the year Implementation Indicator	Attainable goals for school-wide attendance	
12/20	Timeline of action steps for the second semester to work toward meeting goals Implementation Indicator	Detailed list of time-bound action steps to decrease chronic absenteeism and increase overall attendance	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Quentin Scott – Dean of Students
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The school will continue to refine the process of implementing an effective attendance team. We've had much success with some of the strategies that are already in place, and we will add new strategies in hopes of improving attendance even more.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue holding weekly attendance meetings	1/1 - 3/31	Attendance team	Time	
Follow up on established action steps from December and develop a timeline of completion for the action steps to work toward established goals	1/15 - 1/31	Attendance team	Time	
Gauge the completion status of goals set in December and determine if any changes need to be made	2/1 - 2/28	Attendance team	Time	
Conduct phone and mail outreach, as well as home visits for students continuing to struggle with chronic absenteeism	3/1 - 3/31	Attendance team		

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/1	Significant progress toward established goals Outcome Indicator	Increased student attendance as a result of goal setting from December	
3/31	Outreach to all families of students who are chronically absent Implementation Indicator	100% of chronically absent students receive a call/talking points/letter AND a home visit	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan



**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Quentin Scott – Dean of Students
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The school will continue to refine the process of implementing an effective attendance team. We've had much success with some of the strategies that are already in place, and we will add new strategies in hopes of improving attendance even more.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue holding weekly attendance meetings	4/1 - 6/15	Attendance team	Time	
Assess status of school-wide attendance goals set in December	5/1 - 5/15	Attendance team	Time	
Meet with teachers of chronically absent students to develop plans to help those students finish the year successfully	5/15 - 5/31	Attendance team	Time	
Support chronically absent students with make-up work to earn credit	5/15 - 6/15	Attendance team, teachers	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31	Plans to support students struggling with attendance Implementation Indicator	100% of chronically absent students have a plan in place to give opportunities for success for the end of the school year	
6/15	Chronically absent students earn course credit Outcome Indicator	At least 75% of chronically absent students engage with recovery plans to earn credits for courses.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

**Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student's needs.

<b>Key Strategy 6:</b> Multi-Tiered Systems of Support(MTSS)	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Pat Ottis
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Discipline data, Regents exam data, and overall achievement highlight gaps in performance, especially among marginalized groups such as students with disabilities. Multi-Tiered Systems of Support will provide a comprehensive plan that works to meet individual behavioral or academic needs through various supports to ensure students have the opportunity to be successful.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This strategy is being further refined by involving more stakeholders and putting more organization and systems in place to ensure the success of our students by meeting their diverse needs.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Meet each Wednesday to discuss student needs with SIT team (Staff provided with SIT referral forms by 9/1)	9/1 - 10/31	SIT team, social workers, counselors	Time	
Meet with CBOs to discuss student caseloads, school policies, and any arising building concerns	9/15 - 9/30	Deans, social workers, counselors	Time	
Meet and create a Credit Recovery plan for all students who are behind in credits.	9/15-9/30	Admin Team, Counselors	Budget	
Meet and create an EDLP Plan for seniors who are behind in credits.	9/15/9/30	Admin Team, Counselors	Budget	
Create a calendar for Saturday Academy's for students to receive extra support for their regents' exams	9/15-9/30	Admin Team, Counselors	Budget	
Use school data to work with students individually to create a student success plan (transition and wrap around meetings)	9/1 - 10/31	Social workers, counselors	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1	Reduce suspensions by 15% Outcome Indicator	Decrease in negative behaviors and students staying in classrooms	
10/15	Progress monitor during a four-week intervention Implementation Indicator	Improvements in behavior, attendance, and grades	
10/31	A significant decrease in building wide referrals Outcome Indicator	At least 5% decrease in referrals compared to previous school year	

#### Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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**Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student's needs.

<b>Key Strategy 6:</b> Multi-Tiered Systems of Support(MTSS)	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Pat Ottis
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
SIT meets every Wednesday to start discussing student needs. Use classroom data from first two months of school	11/1 - 12/20	SIT team	Time	
Meet with CBOs, start to assign students to caseloads and begin the process of student interventions focusing on behavior, attendance, and grades	11/1 - 12/20	Deans of students	Time	
Use school data to work with individual students to create student success plans (transition and wrap-around meetings	12/1 - 12/20	Social workers, counselors	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/1	Improvement in behavior, attendance, and grades for identified students Outcome Indicator	Quantitative improvement in behavior, attendance, and grades based on school data	
12/20	Continued decrease in referrals Outcome Indicator	Additional 3% decrease in referrals building wide, compared to first marking period	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

**Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student's needs.

<b>Key Strategy 6:</b> Multi-Tiered Systems of Support(MTSS)	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Pat Ottis
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Discipline data, Regents exam data, and overall achievement highlight gaps in performance, especially among marginalized groups such as students with disabilities. Multi-Tiered Systems of Support will provide a comprehensive plan that works to meet individual behavioral or academic needs through various supports to ensure students have the opportunity to be successful.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This strategy is being further refined by involving more stakeholders and putting more organization and systems in place to ensure the success of our students by meeting their diverse needs.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
SIT meets every Wednesday to start discussing student needs. Use classroom data from first half of school year	1/1 - 3/31	Social workers, counselors	Time	
Meet with CBOs, reevaluate students on caseloads and continue the process of student interventions focusing on behavior, attendance, and grades	1/1 - 3/31	Social workers, counselors	Time	
Use school data to work with individual students to create student success plans (transition and wrap-around meetings	1/1 - 3/31	Social workers, counselors	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/1	Significant improvement in behavior, attendance, and grades for identified students Outcome Indicator	At least 4% improvement in all areas based on school data	
3/31	Decrease in referrals school wide Outcome Indicator	At least a 4% decrease in referrals compared to MP2	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

**Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student's needs.

<b>Key Strategy 6:</b> Multi-Tiered Systems of Support(MTSS)	<a href="#">SY2526 PD Plan [PSLA @ Fowler].xlsx</a>	<b>School Lead:</b> Pat Ottis
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Discipline data, Regents exam data, and overall achievement highlight gaps in performance, especially among marginalized groups such as students with disabilities. Multi-Tiered Systems of Support will provide a comprehensive plan that works to meet individual behavioral or academic needs through various supports to ensure students have the opportunity to be successful.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This strategy is being further refined by involving more stakeholders and putting more organization and systems in place to ensure the success of our students by meeting their diverse needs.

#### IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
SIT meets every Wednesday to start discussing student needs. Use classroom data from first half of school year	4/1 - 6/15	Social workers, counselors	Time	
Meet with CBOs, reevaluate students on caseloads and continue the process of student interventions focusing on behavior, attendance, and grades	4/1 - 6/15	Social workers, counselors	Time	
Use school data to work with individual students to create student success plans (transition and wrap-around meetings	4/1 - 6/15	Social workers, counselors	Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/1	Reduction in transition meetings and number of students being seen as end of year approaches Outcome Indicator	Less students needing intervention because previous interventions have been effective	
6/1	Further decrease in referrals Outcome Indicator	At least additional 2% decrease in discipline referrals since last assessment	

#### Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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## END OF YEAR SURVEY

*The following questions and responses will be used as feedback on the school's progress toward each commitment.*

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	Agree	Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	Agree	Strongly Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	Agree	Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	Agree	Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	Agree	Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	Agree	Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	Agree	Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	Agree	Strongly Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	Agree	Strongly Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	Agree	Strongly Agree	

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	27%	45%	
2	How often are people disrespectful to others at your school? (SC1)	16%	10%	
3	How often do students get into physical fights at your school? (SC2)	12%	5%	
4	How likely is it that someone from your school will bully you online? (SC3)	69%	40%	
5	How often do you worry about violence at your school? (SC4)	53%	30%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	55%	75%	
7	How much support do the adults at your school give you? (SB2)	44%	65%	
8	Overall, how much do you feel like you belong at your school? (SB4)	34%	55%	
9	How excited would you be to have your teacher again? (TSR1)	31%	50%	
10	How respectful is your teacher towards you? (TSR4)		80%	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	57%	65%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)	45%	55%	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	55%	63%	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	70%	75%	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	66%	70%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	39%	60%	
7	How motivating are the classroom lessons at your child's school? (SC2)	61%	75%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	61%	75%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	72%	79%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	67%	77%	

## EVIDENCE-BASED INTERVENTION

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	
<a href="#">High-Quality Tutoring</a>	X
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	X



## SCEP DEVELOPMENT TEAM PARTICIPATION

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
<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>
Richard Romeo	Principal			5/1, 5/2	5/5, 5/6		5/7, 5/8	5/13, 5/14, 5/15
Michael Spier	VP			5/1, 5/2	5/5, 5/6		5/7, 5/8	5/13, 5/14, 5/15
Amorie Greene	VP			5/1, 5/2	5/5, 5/6	4/28 4/29	5/7, 5/8	5/13, 5/14, 5/15
Ian Lane	Coach			5/1, 5/2	5/5, 5/6	4/28 4/29	5/7, 5/8	5/13, 5/14, 5/15
Teresa Gallo	Coach			5/1, 5/2	5/5, 5/6	4/28 4/29	5/7, 5/8	5/13, 5/14, 5/15
Roxanne Ray	Family Engagement				5/5, 5/6	4/28 4/29	5/7, 5/8	5/13, 5/14, 5/15
Nicole Casamento	School counselor				5/5, 5/6		5/7, 5/8	5/13, 5/14, 5/15
Kelly Wall	SPED Teacher			5/1, 5/2			5/7, 5/8	5/13, 5/14, 5/15
EJ Northrop	SS Teacher						5/7, 5/8	5/13, 5/14, 5/15
Angela Matarazzo	ELL Teacher						5/7, 5/8	5/13, 5/14, 5/15
Amy Oberacker	SPED Teacher				5/5, 5/6		5/7, 5/8	5/13, 5/14, 5/15
Shane Guido	ELA Teacher			5/1, 5/2			5/7, 5/8	5/13, 5/14, 5/15
Lakena Gamble	Parent				5/5			5/13, 5/14
Collette Orr	Parent				5/5			5/13, 5/14

## 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.

We were able to see firsthand how the students felt about PSLA @ Fowler High School. We were able to take some of the positives and continue on them, and also were able to make sure we added more activities to help students understand material.

### *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.