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OVERVIEW PAGE

	Year-End Goals	
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	
2	Math	
3	Attendance	Goals will be developed after all 2024-25 data are available
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 *(Refer to Strategy Companion Guide)*	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**		*School Customized* Targeted Accountable Talk Coaching Cycles	R
		2		*School Customized* Not Applicable	N/A
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	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**		Staff to Student Check-ins	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**		School Customized Student-Led Conferences	N

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: Targeted Accountable Talk Coaching Cycles	PD Plan Link: **SY2526 PD Plan**	School Lead: Sterpe

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.*
Our needs assessment included walkthroughs, survey data, and student interviews, as well as data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. We identified some root causes for this problem, 1. A need for task demands that are structured to support complex thinking, and 2. The need for more opportunities to create meaning, and engage in sense-making discussions that include a range of perspectives. By focusing on targeting coaching of teachers in support of Accountable Talk strategies we can give students more opportunities to engage with higher level task demands and develop complex thinking skills.

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 continues the implementation of Accountable Talk in our school. We are moving from setting the stage and establishing systems to deepening the capacity for teachers to plan for student-centered lessons that balance the features of community, knowledge, and rigorous thinking.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaboratively plan as teaching teams to incorporate Accountable Talk strategies into instruction with support from Instructional Coach and content Liaisons	By 8/28/25	Peter Sterpe	Summer extension of service time for teachers, coaching office hours	
Determine the completion status for Institute for Learning (IFL) Accountable Talk Microsession 1 – 6 of each teacher and compile and maintain a record. Facilitate IFL Accountable Talk Microsession 1 for teachers who did not complete it last year.	By 9/4/25	Peter Sterpe	PD records	
Update School Walkthrough tool to align with current level of Accountable Talk Implementation	By 9/4/25	School Leadership Team (SLT)	SLT Meeting	
Identify at least two teachers per core content area who would benefit from Plan-Do-Study-Act (PDSA) coaching cycles, pairing teachers with either the building coach or a district content coach as appropriate. Connect these teachers and coaches to begin PDSA coaching cycles.	By 10/31/25	School Leadership Team (SLT)	Initial walkthroughs, PLT time,	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
8/27/25	Summer planning evidence	100% of teachers who plan over summer complete Accountable Talk planning evidence form		
9/30/25	IFL Accountable Talk Microsession 1 completion	100% of core four teachers have completed Microsession 1.		
10/31/25	Teacher PDSA cycles for Accountable Talk	At least 2 teachers in ELA, Math, Science, and Social Studies Departments paired with a coach.		

Notes/Reflections/Potential Adjustments to Inform November – December 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: Targeted Accountable Talk Coaching Cycles	**PD Plan Link:** SY2526 PD Plan	**School Lead:** Sterpe

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.*
Our needs assessment included walkthroughs, survey data, and student interviews, as well as data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. We identified some root causes for this problem, 1. A need for task demands that are structured to support complex thinking, and 2. The need for more opportunities to create meaning, and engage in sense-making discussions that include a range of perspectives. By focusing on targeting coaching of teachers in support of Accountable Talk strategies we can give students more opportunities to engage with higher level task demands and develop complex thinking skills.
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 continues the implementation of Accountable Talk in our school. We are moving from setting the stage and establishing systems to deepening the capacity for teachers to plan for student-centered lessons that balance the features of community, knowledge, and rigorous thinking.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Facilitate IFL Accountable Talk Microsession 2-3 for all new teachers and teachers who did not complete it last year.	11/20/25, 12/18/25 (2 days)	Peter Sterpe	PD delivery time, facilitators for PD	
Conduct ongoing walkthroughs that include Accountable Talk indicators to determine current level of implementation and adjustments needed.	By 12/19/25	Andrew Nolan, Lyn De Tore, Hugh Hogle, Candace Johnson, Ashley Killenbec, Peter Sterpe	Time for walkthroughs, SchoolMint Grow	
Complete PDSA coaching cycles focused on Accountable Talk with at least two teachers per core content area.	By 11/30/25	Peter Sterpe	Time to meet with teachers, co-planning time	
Review data of PD completion, coaching cycle completion, and walkthrough indicators to determine next set of teachers to participate in PDSA cycles and additional PD needs.	By 12/19/25	School Leadership Team (SLT)	SLT meeting	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/19/25	Walkthroughs conducted	3-4 walkthroughs a week from each administrator	
12/19/25	Coaching cycles completed	8 coaching cycles successfully completed as demonstrated in	
12/19/25	Student Accountable Talk Outcome	75% of students in observed classrooms actively participate in Accountable Talk discussions	

Notes/Reflections/Potential Adjustments to Inform January – March 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: Targeted Accountable Talk Coaching Cycles	PD Plan Link: **SY2526 PD Plan**	School Lead: Sterpe

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.* Our needs assessment included walkthroughs, survey data, and student interviews, as well as data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. We identified some root causes for this problem, 1. A need for task demands that are structured to support complex thinking, and 2. The need for more opportunities to create meaning, and engage in sense-making discussions that include a range of perspectives. By focusing on targeting coaching of teachers in support of Accountable Talk strategies we can give students more opportunities to engage with higher level task demands and develop complex thinking skills.
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 continues the implementation of Accountable Talk in our school. We are moving from setting the stage and establishing systems to deepening the capacity for teachers to plan for student-centered lessons that balance the features of community, knowledge, and rigorous thinking.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Facilitate IFL Accountable Talk Microsession 4-5 for all teachers	1/15/26, 2/12/26 (2 days)	Peter Sterpe	PD delivery time, facilitators for PD	
Continue ongoing walkthroughs with Accountable Talk indicators	By 3/31/25	Andrew Nolan, Lyn De Tore, Hugh Hogle, Candace Johnson, Ashley Killenbec, Peter Sterpe	Time for walkthroughs, SchoolMint Grow	
Implement new round of PDSA coaching cycles focused on Accountable Talk	By 3/31/26	Peter Sterpe	Time to meet with teachers, co-planning time	
Provide differentiated support to teachers based on walkthrough data and coaching cycle outcomes	By 3/31/26	Peter Sterpe	PLT time, individual teacher support time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Walkthroughs conducted	5-6 walkthroughs a week from each administrator, showing increased implementation of AT strategies	
3/31/26	Coaching cycles completed	8 coaching cycles successfully completed as demonstrated in SchoolMint Grow	
3/31/26	Student Accountable Talk Outcome	80% of students in observed classrooms actively participate in Accountable Talk discussions	

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: Targeted Accountable Talk Coaching Cycles	**PD Plan Link:** SY2526 PD Plan	**School Lead:** Sterpe

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.*
Our needs assessment included walkthroughs, survey data, and student interviews, as well as data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. We identified some root causes for this problem, 1. A need for task demands that are structured to support complex thinking, and 2. The need for more opportunities to create meaning, and engage in sense-making discussions that include a range of perspectives. By focusing on targeting coaching of teachers in support of Accountable Talk strategies we can give students more opportunities to engage with higher level task demands and develop complex thinking skills.

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 continues the implementation of Accountable Talk in our school. We are moving from setting the stage and establishing systems to deepening the capacity for teachers to plan for student-centered lessons that balance the features of community, knowledge, and rigorous thinking.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Facilitate IFL Accountable Talk Microsession 6 for all teachers	4/16/26, 5/14/26 (2 days)	Peter Sterpe	PD delivery time, facilitators for PD	
Conduct final round of PDSA coaching cycles focused on Accountable Talk	By 5/29/26	Peter Sterpe	Time to meet with teachers, co-planning time	
Analyze year-long data from walkthroughs, coaching cycles, and teacher reflection to identify trends and areas for improvement	By 5/15/26	Andrew Nolan, Lyn De Tore, Hugh Hogle, Candace Johnson, Ashley Killenbec, Peter Sterpe	SLT meeting time, data analysis time	
Develop recommendations for refining Accountable Talk practices for the next school year	By 6/12/26	School Leadership Team (SLT)	Additional extension of service SLT meeting time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/12/26	Recommendations for next year's Accountable Talk practices	SLT has developed a clear set of recommendations for refining Accountable Talk practices in the upcoming school year	
5/27/26	Year-long Accountable Talk implementation data analysis	Data analysis report identifying trends and areas for improvement in Accountable Talk implementation	
5/31/26	Student Accountable Talk Outcome	90% of students in observed classrooms actively participate in Accountable Talk discussions	

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

Key Strategy 2: Not Applicable	PD Plan Link:	School Lead:

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

Notes/Reflections/Potential Adjustments to Inform November – December 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 2: Not Applicable	PD Plan Link:	School Lead:

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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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

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

Key Strategy 2: Not Applicable	PD Plan Link:	School Lead:

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

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 2: Not Applicable	PD Plan Link:	School Lead:

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

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.

Key Strategy 3: PLC: Promoting a Collaborative Culture	PD Plan Link: **SY2526 PD Plan**	School Lead: Killenbec

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS Algebra Regents showing an increase in students performing at level 1 and 2 and a decrease in students performing at level 3 and above. Some root causes of this include 1. A lack of structured PLTs in content, and 2. A lack of content-based aligned learning objectives across classrooms. By focusing on collaboration and data-driven instruction this strategy aims to create more consistent and effective educational experiences for all students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We attempted to support learning through the implementation of PLCs across our school in 2024-2025 but the data from the NYS Algebra Regents showing an increase of students performing at a level 1 and 2 and a decrease of students performing at a level 3 or higher shows that we need to refine this strategy. Therefore in 2025-2026 we will refine the PLC process at Nottingham by adding explicitly planned content PLTs weekly after school and providing training and support.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop and update PLC tools and create an agenda for the year as a guiding coalition in support of leading PLTs and in consultation with Solution Tree	By 8/15/25	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Summer extension of service time	
Ensure that every teacher is assigned to a content-based PLT which will meet on Tuesdays and appropriate Academy staff are assigned to Academy PLTs which will meet during duty periods. Provide specific room assignments for each PLT.	By 9/1/25	Andrew Nolan, Lyn De Tore, Hugh Hogle, Candace Johnson, Ashley Killenbec	Admin team meeting	
Coach each PLT through the process of creating norms, creating agendas, taking minutes, assigning roles, and the four questions of a PLC cycle. Create a OneDrive folder for each PLT.	By 9/12/25	Ashley Killenbec, Peter Sterpe	Academy PLT meetings	
Identify specific learning objectives and prioritize them into essential, supporting, and enrichment categories and create a SMART goal to assess these standards within each content PLT.	By 10/31/25	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Tuesday content PLT meetings	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually**
9/5/25	Teachers are assigned to PLTs	100% of teachers are appropriately assigned to academy and content PLTs.	
10/31/25	Teams will create agendas and take minutes.	70% of PLT meetings will have minutes recorded within their OneDrive folder.	
10/31/25	Each team will write and complete a SMART goal based around prioritized standards.	90% of teachers in a content PLT will have implemented and assessed at least two essential learning objectives, as evidenced by their plans and student assessment data.	

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

Academic Commitment 2 – Strategy 3   **August – October**

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	PD Plan Link: **SY2526 PD Plan**	School Lead: Killenbec

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS Algebra Regents showing an increase in students performing at level 1 and 2 and a decrease in students performing at level 3 and above. Some root causes of this include 1. A lack of structured PLTs in content, and 2. A lack of content-based aligned learning objectives across classrooms. By focusing on collaboration and data-driven instruction this strategy aims to create more consistent and effective educational experiences for all students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We attempted to support learning through the implementation of PLCs across our school in 2024-2025 but the data from the NYS Algebra Regents showing an increase of students performing at a level 1 and 2 and a decrease of students performing at a level 3 or higher shows that we need to refine this strategy. Therefore in 2025-2026 we will refine the PLC process at Nottingham by adding explicitly planned content PLTs weekly after school and providing training and support.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Embed training for continued and improved implementation of CER writing strategies, support for student understanding of tier 1 and 2 academic vocabulary, and schoolwide annotation strategies during Academy PLT time.	By 12/1/25	Ashley Killenbec, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Academy PLT meetings, Embedded PD for academic strategies	█
Provide feedback for each PLT specific to their use of norms, creating agendas, taking minutes, assigning roles, and the four questions of a PLC cycle to guide their collaboration.	By 11/25/25	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Extension of service meeting time for guiding coalition after school	█
Begin another cycle of identifying specific learning objectives and prioritizing them into essential, supporting, and enrichment categories and create or update a SMART goal to assess these standards within each content PLT.	By 12/19/25	Ashley Killenbec, Peter Sterpe	Online resources	█
Support teams in collecting balanced evidence of essential learning to help determine the level of mastery of each identified essential standard.	By 12/19/25	Ashley Killenbec, Peter Sterpe, Content Liaisons	Time with Instructional Coach	█

PROGRESS MONITORING (NOVEMBER – DECEMBER) Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/4/25	Teams will create agendas and take minutes.	80% of PLT meetings will have minutes recorded within their OneDrive folder.	
11/18/25	Evidence of Essential Learning	10% increase in students meeting or exceeding proficiency in essential standard compared to previous PLC cycle.	
11/25/25	Each team will reflect on their SMART goal to date based on their collaboration and the evidence they collected specific to their goal	90 % of teachers in a content PLT will complete a reflection activity about their SMART goals and revise their next SMART goal	

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	PD Plan Link: **SY2526 PD Plan**	School Lead: Killenbec

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS Algebra Regents showing an increase in students performing at level 1 and 2 and a decrease in students performing at level 3 and above. Some root causes of this include 1. A lack of structured PLTs in content, and 2. A lack of content-based aligned learning objectives across classrooms. By focusing on collaboration and data-driven instruction this strategy aims to create more consistent and effective educational experiences for all students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We attempted to support learning through the implementation of PLCs across our school in 2024-2025 but the data from the NYS Algebra Regents showing an increase of students performing at a level 1 and 2 and a decrease of students performing at a level 3 or higher shows that we need to refine this strategy. Therefore in 2025-2026 we will refine the PLC process at Nottingham by adding explicitly planned content PLTs weekly after school and providing training and support.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Assess the use of norms, creating agendas, taking minutes, assigning roles, and the four questions of a PLC cycle within each PLT and adjust as needed.	By 1/9/26	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Extension of service meeting time for guiding coalition after school, admin team meeting time	
Determine which essential standards PLTs have been able to collect balanced evidence of learning to help determine the level of mastery. Plan to collect evidence on any gaps through the end of the year.	By 1/16/26	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Extension of service meeting time for guiding coalition after school, time to meet with coach	
Begin new PLC cycles within each content PLT incorporating reflection into updated SMART goals, reflecting on the implementation and success of the previous SMART goal. Identify changes needed to drive achievement towards that goal, including CFAs, and Regents and Benchmark data.	By 1/16/26	Ashley Killenbec, Peter Sterpe	Guiding coalition meeting time, time to meet with coach	
Deliver professional development and support within Academy PLTs and after school in preparation for the move to block scheduling in 2026-2027.	By 3/31/26	Ashley Killenbec, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Academy PLT time, 1-hour Afterschool PD	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually
2/27/26	Each PLT will reflect on Norms and show evidence of their ongoing use	90% of PLTs will show evidence of the use of norms during PLT walkthroughs	
2/27/26	Evidence of Essential Learning	10% increase in students meeting or exceeding proficiency in essential standard compared to previous PLC cycle.	
2/27/26	Each PLT will report about their SMART goal progress	90% of PLTs will report their SMART goal and progress in their minutes	

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

Academic Commitment 2 – Strategy 3   **January - March**

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	PD Plan Link: **SY2526 PD Plan**	School Lead: Killenbec

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS Algebra Regents showing an increase in students performing at level 1 and 2 and a decrease in students performing at level 3 and above. Some root causes of this include 1. A lack of structured PLTs in content, and 2. A lack of content-based aligned learning objectives across classrooms. By focusing on collaboration and data-driven instruction this strategy aims to create more consistent and effective educational experiences for all students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We attempted to support learning through the implementation of PLCs across our school in 2024-2025 but the data from the NYS Algebra Regents showing an increase of students performing at a level 1 and 2 and a decrease of students performing at a level 3 or higher shows that we need to refine this strategy. Therefore in 2025-2026 we will refine the PLC process at Nottingham by adding explicitly planned content PLTs weekly after school and providing training and support.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement another PLC cycle within each content PLT incorporating updated SMART goals. Deliver professional development and support within Academy PLTs.	By 5/20/26	Ashley Killenbec, Peter Sterpe	Content PLT meeting time, Academy PLT time	
Evaluate the success of each PLT's structural components including use of norms, using agendas, taking minutes, assigning roles, and the four questions of a PLC cycle and determine possible areas of focus for 2026-2027.	By 5/30/26	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Extension of service meeting time for guiding coalition after school	
Determine the level of student success in each selected essential standard for each content PLT based on evidence collected from CFAs and summative assessment. Identify essential standards for each content PLT for 2026-2027.	By 6/5/26	Rebecca Farrell, Faruk Latifovic, Justin Trombetta, Peter Sterpe, Content Liaisons	Content PLT time, Guiding coalition meeting time, meeting time with Liaisons and coach,	
Engage in collaborative planning as a part of NYS Redesign in preparation for the move to block scheduling in 2026-2027.	By 6/15/26	School Leadership Team (SLT)	Travel to NYSED Redesign collaborative planning	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually**
6/5/26	Level of student success with each essential standard selected	100% of PLTs have evaluated the level of success of each selected standard	
6/5/26	Evidence of Essential Learning	10% increase in students meeting or exceeding proficiency in essential standard compared to previous PLC cycle.	
6/5/26	Essential standards in need of MTSS identified by each content PLT	100% of PLTs have highlighted at least one standard in need of MTSS	

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	PD Plan Link: **SY2526 PD Plan**	School Lead: Johnson

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. Some root causes indicated by our needs assessment included 1.) The need for consistent formative assessment strategies across classrooms, 2.) missed opportunities for timely instructional adjustments. By focusing on developing better formative assessment practices we can create more consistent opportunities for student learning across all classrooms.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop professional development to support formative assessment strategies to be completed during Academy PLTs. Determine at least three initial supported formative assessment strategies.	By 8/8/25	Peter Sterpe, Instruction and Professional Development Committee (IPD)	Summer extension of service time for IPD	
Meet as content PLTs during the summer to identify initial essential standards for the school year.	By 8/27/25	Candace Johnson, Peter Sterpe, Content Liaisons	Summer extension of service time for teachers	
Deliver additional professional development to new and inexperienced teachers to support lesson planning and assessment	By 10/31/25	Candace Johnson, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Extension of service meeting time new teachers and trainers after school	
Create common formative assessments (CFAs) within each content PLT for each identified essential standard.	By 10/31/25	Candace Johnson, Peter Sterpe, Content Liaisons	Tuesday content PLT meetings, Instructional supplies in support of formative assessment	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31/25	Number of CFAs created per content PLT for identified essential standards	Each content PLT creates and delivers at least one CFA for their identified essential standards	
10/31/25	Frequency and quality of formative assessment strategy implementation	80% of observed classes incorporate at least one of the schoolwide formative assessment strategies	

| 10/31/25 | Formative Assessment Baseline Set | 100% of PLTs set an initial baseline criterion for success on Common Formative Assessment (CFA) | |

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	**PD Plan Link:** [SY2526 PD Plan](#)	**School Lead:** Johnson

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. Some root causes indicated by our needs assessment included 1.) The need for consistent formative assessment strategies across classrooms, 2.) missed opportunities for timely instructional adjustments. By focusing on developing better formative assessment practices we can create more consistent opportunities for student learning across all classrooms.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analyze effectiveness of initial supported schoolwide formative assessment strategies and refine as needed.	By 11/15/25	School Leadership Team (SLT)	SLT meeting time, data analysis	
Continue to deliver additional professional development to new and inexperienced teachers to support lesson planning, assessment, and additional topics as identified by SLT	By 12/19/25	Candace Johnson, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Extension of service meeting time new teachers and trainers after school	
Analyze results of previous CFAs within each content PLT and adjust instructional planning to address needs.	By 12/19/25	Candace Johnson, Peter Sterpe, Content Liaisons	Content PLT meeting time	
Create and implement additional CFAs for upcoming essential standards.	By 12/5/25	Candace Johnson, Peter Sterpe, Content Liaisons	Content PLT meeting time, Instructional supplies in support of formative assessment	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/19/25	Number of CFAs created per content PLT for identified essential standards	Each content PLT creates and delivers at least one additional CFA for their identified essential standards	
12/19/25	Frequency and quality of formative assessment strategy implementation	90% of observed classes incorporate at least one of the schoolwide formative assessment strategies	
10/31/25	Formative Assessment Improvement	10% increase in students meeting or exceeding proficiency on formative assessment compared to previous PLC cycle.	

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 4: Formative Assessment Practices	PD Plan Link: SY2526 PD Plan	School Lead: Johnson

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. Some root causes indicated by our needs assessment included 1.) The need for consistent formative assessment strategies across classrooms, 2.) missed opportunities for timely instructional adjustments. By focusing on developing better formative assessment practices we can create more consistent opportunities for student learning across all classrooms.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analyze effectiveness of adjusted supported schoolwide formative assessment strategies and refine as needed.	By 2/28/26	School Leadership Team (SLT)	SLT meeting time, data analysis	
Continue to deliver additional professional development to new and inexperienced teachers to support lesson planning, assessment, and additional topics as identified by SLT	By 3/31/26	Candace Johnson, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Extension of service meeting time new teachers and trainers after school	
Analyze results of previous CFAs within each content PLT and adjust instructional planning to address needs.	By 3/15/26	Candace Johnson, Peter Sterpe, Content Liaisons	Content PLT meeting time	
Create and implement additional CFAs for upcoming essential standards.	By 3/31/26	Candace Johnson, Peter Sterpe, Content Liaisons	Content PLT meeting time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/15/26	Number of CFAs created per content PLT for identified essential standards	Each content PLT creates and delivers at least one additional CFA for their identified essential standards	
3/31/26	Frequency and quality of formative assessment strategy implementation	100% of observed classes incorporate at least one of the schoolwide formative assessment strategies	
3/31/26	Formative Assessment Improvement	10% increase in students meeting or exceeding proficiency on formative assessment compared to previous PLC cycle.	

Academic Commitment 2 – Strategy 4   **January - March**

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
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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 4: Formative Assessment Practices	PD Plan Link: **SY2526 PD Plan**	School Lead: Johnson

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.*
Our needs assessment included walkthroughs, student interviews, and data from the NYS ELA Regents showing that only 56% of economically disadvantaged students achieve higher than level 1. Some root causes indicated by our needs assessment included 1.) The need for consistent formative assessment strategies across classrooms, 2.) missed opportunities for timely instructional adjustments. By focusing on developing better formative assessment practices we can create more consistent opportunities for student learning across all classrooms.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct vertical planning sessions to align formative assessment practices across grade levels	By 5/15/26	Candace Johnson, Peter Sterpe, Content Liaisons	PLT meeting time	
Continue to deliver additional professional development to new and inexperienced teachers to support lesson planning, assessment, and additional topics as identified by SLT	By 6/15/26	Candace Johnson, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Extension of service meeting time new teachers and trainers after school	
Reflect on year-long data from CFAs and formative assessment strategies to identify trends and areas for improvement	By 6/15/26	Candace Johnson, Peter Sterpe, Content Liaisons	Meeting time for liaisons with Admin team	
Create a summer professional development plan to address identified areas of need in formative assessment practices	By 6/27/26	Candace Johnson, Peter Sterpe, Instruction and Professional Development Committee (IPD)	Extension of service meeting time for IPD and SLT for planning, Travel to align to NYSED Redesign	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
5/31/26	Vertical alignment of formative assessment practices	100% of departments have conducted vertical alignment meetings	
6/15/26	Year-long CFA and formative assessment reflection	Liaisons and Admin Team have reviewed and reflected on CFA progress	

| 6/27/26 | Formative Assessment Improvement | 10% increase in students meeting or exceeding proficiency on formative assessment compared to previous PLC cycle. | |

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.

Key Strategy 5: Staff to Student Check-ins	PD Plan Link: **SY2526 PD Plan**	School Lead: De Tore

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.*
Our needs assessment included walkthroughs, student interviews, and graduation data that shows that students who are economically disadvantaged have a 3% lower graduation rate than other students. Some root causes indicated by our needs assessment included 1.) A lack of regular and meaningful check-ins between staff and students, 2.) A lack of understanding of graduation requirements by all students. This suggests that structured staff-to-student check-ins can strengthen relationships, increase student engagement, and positively impact attendance, increasing our graduation rate for economically disadvantaged students.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop a unified graduation requirement anchor chart and checklist. Have copies of the anchor chart printed as posters for every class.	By 8/27/26	School Leadership Team (SLT)	Summer extension of service time	
Provide individualized credit recovery opportunities during the summer to students identified by Student Intervention Team (SIT) in previous year.	By 8/27/26	Lyn De Tore	Summer extension of service time to provide additional support	
Create a document in which every student is assigned a check-in staff member based on their check-in day period. CBOs should be assigned to these rosters. Create and organize check-in folders of transcripts for teacher access based on scheduled check-in period.	By 9/12/26	Lyn De Tore, Student Intervention Team (SIT)	Meeting time	
Deliver after school support from 3pm to 5pm to students identified by SIT team in previous year. Begin process of identifying new students in need of support.	By 10/31/26	Lyn De Tore, Greg Jones	Extension of service time for after school additional support	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15/25	Unified graduation requirement anchor charts and checklists created and shared	100% of classrooms have graduation requirement anchor charts posted	
9/15/25	Alternative schedule check-in days	School calendar includes 3 alternative check-in days and communicated to staff and students	
10/15/25	Student check-in assignments and folders	Every student assigned a check-in staff member; check-in folders with transcripts created for all teachers	

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

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

Key Strategy 5: Staff to Student Check-ins	PD Plan Link: **SY2526 PD Plan**	School Lead: De Tore

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.*
Our needs assessment included walkthroughs, student interviews, and graduation data that shows that students who are economically disadvantaged have a 3% lower graduation rate than other students. Some root causes indicated by our needs assessment included 1.) A lack of regular and meaningful check-ins between staff and students, 2.) A lack of understanding of graduation requirements by all students. This suggests that structured staff-to-student check-ins can strengthen relationships, increase student engagement, and positively impact attendance, increasing our graduation rate for economically disadvantaged students.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Offer professional development to staff focused on understanding graduation requirements.	By 11/7/26	Andrew Nolan, Lyn De Tore, Hugh Hogle, Candace Johnson, Ashley Killenbec, Peter Sterpe	Staff meeting time, 1-hour afterschool PD	
Share transcript files for each check-in period by uploading them to the check-in folders. Print and distribute physical copies of transcripts.	By 11/7/26	Lyn De Tore, Student Intervention Team (SIT)	Office365 folders, access to transcripts	
Hold first alternative schedule check-in day and go over graduation requirements, transcripts, and report card grades with each student. Collect notes and share with SIT to identify new students in need of additional support.	By 11/25/26	Lyn De Tore, Student Intervention Team (SIT)	Adjusted bell schedule, SIT meeting time	
Deliver after school extended learning support from 3pm to 5pm to identified students, Regents review, senior support, additional after-school courses, as well as additional targeted support on Saturdays and over winter break.	By 12/31/26	Lyn De Tore, Greg Jones	Extension of service time for after school additional support and courses, winter break, Refreshments for winter break targeted support	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/15/25	Staff professional development on graduation requirements	95% of staff have completed PD on graduation requirements	
11/30/25	First alternative schedule check-in day completion	75% of students have participated in check-in day	
12/31/25	Students on track for graduation	5% increase in economically disadvantaged students on track for graduation (as measured by credit accumulation) compared to last MP.	

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

Attendance Commitment – Strategy 5   November - December

Key Strategy 5: Staff to Student Check-ins	PD Plan Link: **SY2526 PD Plan**	School Lead: De Tore

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.*
Our needs assessment included walkthroughs, student interviews, and graduation data that shows that students who are economically disadvantaged have a 3% lower graduation rate than other students. Some root causes indicated by our needs assessment included 1.) A lack of regular and meaningful check-ins between staff and students, 2.) A lack of understanding of graduation requirements by all students. This suggests that structured staff-to-student check-ins can strengthen relationships, increase student engagement, and positively impact attendance, increasing our graduation rate for economically disadvantaged students.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review and update student check-in day assignments and transcript data	By 2/15/26	Lyn De Tore, Student Intervention Team (SIT)	Time to review and update data, SchoolTool access	
Hold second alternative schedule check-in day and go over graduation requirements, transcripts, and report card grades with each student. Collect notes from check-in day and share with SIT to identify new students in need of additional support.	By 3/15/26	Lyn De Tore, Student Intervention Team (SIT)	Adjusted bell schedule,	
Provide support to Special Education teachers for addressing the identified needs of their students by delivering additional after-school support and professional development	By 3/30/26	Brittney Button, Ashley Killenbec	Extension of service time for Special Education teachers	
Deliver after school extended learning support from 3pm to 5pm to identified students, Regents review, additional after-school courses, senior support, as well as additional targeted support on Saturdays and over February break.	By 3/30/26	Lyn De Tore, Greg Jones	Extension of service time for after school additional support and courses, February break, Refreshments for February break support	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Students on track for graduation	5% increase in economically disadvantaged students on track for graduation (as measured by credit accumulation and Regents exam pass rates) compared to last MP.	
3/15/26	Second alternative schedule check-in day completion	85% of students have participated in the second check-in day	
3/31/26	After-school and February break support program attendance	At least 60% of identified students participate in February break and after-school support	

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.

Key Strategy 5: Staff to Student Check-ins	PD Plan Link: **SY2526 PD Plan**	School Lead: De Tore

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.*
Our needs assessment included walkthroughs, student interviews, and graduation data that shows that students who are economically disadvantaged have a 3% lower graduation rate than other students. Some root causes indicated by our needs assessment included 1.) A lack of regular and meaningful check-ins between staff and students, 2.) A lack of understanding of graduation requirements by all students. This suggests that structured staff-to-student check-ins can strengthen relationships, increase student engagement, and positively impact attendance, increasing our graduation rate for economically disadvantaged students.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review and update student check-in day assignments and transcript data	By 4/15/26	Lyn De Tore, Student Intervention Team (SIT)	Time to review and update data, SchoolTool access	
Hold third alternative schedule check-in day and go over graduation requirements, transcripts, and report card grades with each student. Collect notes from check-in day and share with SIT to identify new students in need of additional support.	By 4/30/26	Lyn De Tore, Student Intervention Team (SIT)	Adjusted bell schedule, time to meet	
Provide support to Special Education teachers for addressing the identified needs of their students by delivering additional after-school support and professional development	By 6/15/26	Brittney Button, Ashley Killenbec	Extension of service time for Special Education teachers	
Deliver after school extended learning support from 3pm to 5pm to identified students, Regents review, additional after-school courses, senior support, as well as additional targeted support on Saturdays and over April break.	By 6/27/26	Lyn De Tore, Greg Jones	Extension of service time for after school additional support and courses, April break, Refreshments for April break support	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
6/27/26	Students on track for graduation	5% increase in economically disadvantaged students on track for graduation (as measured by credit accumulation and Regents exam pass rates) compared to last MP.		
4/30/26	Third alternative schedule check-in day completion	90% of students have participated in the third check-in day		
6/27/26	After-school and April break support program attendance	At least 75% of identified students participate in April break and after-school support		

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

Key Strategy 6: Student-Led Conferences	PD Plan Link: **SY2526 PD Plan**	School Lead: Hogle

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.*

Our needs assessment included walkthroughs, student interviews, and Regents exam data that shows in Algebra I, an increase in Level 1 students from 46% in 2021-22 to 51% in 2023-24, while Level 3 students decreased from 31% to 16% over the same period. Student interviews revealed that many felt uncertain about their academic standing. Root causes indicated by our needs assessment included: 1.) A lack of consistent and meaningful communication between teachers, students, and parents, 2.) Limited opportunities for students to understand and articulate their progress towards graduation requirements. This suggests that implementing Student-Led Conferences can address these issues by providing structured opportunities for students to reflect on their academic progress, enhancing communication between all stakeholders, and increasing student engagement in their own learning process by giving them an increased sense of ownership.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Introduce Student-Led Conference (SLC) plan to 9th grade teaching teams and conduct initial training for teachers during summer break. Create student portfolio guidelines and rubrics. Identify incoming student leaders to participate in conference planning.	By 8/27/26	Hugh Hogle, Peter Sterpe	Summer professional development hours for 9th grade team teachers	
Introduce SLC concept to students and begin an initial system for collecting portfolio items.	By 9/30/26	Hugh Hogle, 9th Grade SOAR Team	Class time, 9th Grade planning time	
Plan SLC dates and communicate with parents	By 9/30/26	Hugh Hogle, 9th Grade SOAR Team	Time during parent meetings, ParentSquare communication	
Begin scheduling individual conferences with students and parents	By 10/31/26	Hugh Hogle, 9th Grade SOAR Team	Time for outreach	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
8/27/25	Teacher planning completed	At least 2 teachers on each 9th grade team have participated in summer planning	
10/15/25	Student portfolio work sample collection	75% of 9th grade students have collected at least 3 work samples for their portfolios	
10/31/25	Conferences scheduled	50% of 9th grade students have a conference scheduled with an adult	

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

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

Key Strategy 6: Student-Led Conferences	**PD Plan Link:** [SY2526 PD Plan](#)	**School Lead:** Hogle

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.*
Our needs assessment included walkthroughs, student interviews, and Regents exam data that shows in Algebra I, an increase in Level 1 students from 46% in 2021-22 to 51% in 2023-24, while Level 3 students decreased from 31% to 16% over the same period. Student interviews revealed that many felt uncertain about their academic standing. Root causes indicated by our needs assessment included: 1.) A lack of consistent and meaningful communication between teachers, students, and parents, 2.) Limited opportunities for students to understand and articulate their progress towards graduation requirements. This suggests that implementing Student-Led Conferences can address these issues by providing structured opportunities for students to reflect on their academic progress, enhancing communication between all stakeholders, and increasing student engagement in their own learning process by giving them an increased sense of ownership.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify trusted adults who can take part in Student-Led Conferences for students who don't have family who can attend	By 11/15/26	Hugh Hogle, 9th Grade SOAR Team	Extension of service time	
Conduct the first set of Student-Led Conferences during Conference Day and after school with 9th grade students.	By 11/15/26	Hugh Hogle, 9th Grade SOAR Team	Extension of service hours for after-school conferences. Budget for refreshments, time to purchase	
Gather feedback on SLCs from 9th grade students, parents, and teachers	By 11/25/26	Hugh Hogle, 9th Grade SOAR Team	Survey form	
Meet to evaluate the success of Student-Led Conferences and to plan for next steps	By 12/15/26	Hugh Hogle, 9th Grade SOAR Team	Time for meetings	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/15/25	SLCs completed	50% of 9th grade students have a SLC with an adult	
11/25/25	Feedback collected	75% of participants in SLCs respond to a survey form	
12/15/25	Student Self-Assessment	75% of 9th grade students will have created portfolios that include self-reflection about their progress in core subjects and sets SMART goals for next marking period.	

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

Key Strategy 6: Student-Led Conferences	**PD Plan Link:** **SY2526 PD Plan**	**School Lead: Hogle**

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.*
Our needs assessment included walkthroughs, student interviews, and Regents exam data that shows in Algebra I, an increase in Level 1 students from 46% in 2021-22 to 51% in 2023-24, while Level 3 students decreased from 31% to 16% over the same period. Student interviews revealed that many felt uncertain about their academic standing. Root causes indicated by our needs assessment included: 1.) A lack of consistent and meaningful communication between teachers, students, and parents, 2.) Limited opportunities for students to understand and articulate their progress towards graduation requirements. This suggests that implementing Student-Led Conferences can address these issues by providing structured opportunities for students to reflect on their academic progress, enhancing communication between all stakeholders, and increasing student engagement in their own learning process by giving them an increased sense of ownership.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan and communicate spring Student-Led Conference dates for 9th grade	By 2/28/26	Hugh Hogle, 9th Grade SOAR Team	Time during parent meetings, ParentSquare communication	
Start scheduling spring Student-Led Conferences for 9th grade	By 3/15/26	Hugh Hogle, 9th Grade SOAR Team	Time to conduct outreach	
Identify trusted adults who can take part in Student-Led Conferences for students who don't have family who can attend	By 3/30/26	Hugh Hogle, 9th Grade SOAR Team	Planning and meeting time	
Create a folder and begin collecting portfolio items for 10th grade students in preparation for next year.	By 3/30/26	Hugh Hogle, 10th Grade Humanities Team	Planning and meeting time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
2/28/26	Spring SLC dates scheduled and communicated	SLC date(s) have been scheduled and communicated with families	
3/15/25	Student Self-Assessment	80% of 9th grade students will have updated portfolios that include self-reflection about their progress in core subjects and revised SMART goals for next marking period.	
3/20/26	10th grade portfolio items collected	80% of 10th graders have collected at least 3 items for their next year's portfolio	

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

End Of Year Survey

Key Strategy 6: Student-Led Conferences	PD Plan Link: **SY2526 PD Plan**	School Lead: Hogle

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.*
Our needs assessment included walkthroughs, student interviews, and Regents exam data that shows in Algebra I, an increase in Level 1 students from 46% in 2021-22 to 51% in 2023-24, while Level 3 students decreased from 31% to 16% over the same period. Student interviews revealed that many felt uncertain about their academic standing. Root causes indicated by our needs assessment included: 1.) A lack of consistent and meaningful communication between teachers, students, and parents, 2.) Limited opportunities for students to understand and articulate their progress towards graduation requirements. This suggests that implementing Student-Led Conferences can address these issues by providing structured opportunities for students to reflect on their academic progress, enhancing communication between all stakeholders, and increasing student engagement in their own learning process by giving them an increased sense of ownership.

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

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct spring Student-Led Conferences for 9th grade	By 4/15/26	Hugh Hogle, 9th Grade SOAR Team	Extension of service hours for after-school conferences. Budget for refreshments, time to purchase	
Gather feedback on SLCs from 9th grade students, parents, and teachers	By 4/30/26	Hugh Hogle, 9th Grade SOAR Team	Survey form	
Vertical meetings between 9th and 10th grade teachers sharing out guidelines, rubrics, feedback, and other items of success	By 5/30/26	Hugh Hogle, 9th Grade SOAR Team, 10th Grade Humanities Team	Time for meetings	
Plan summer PD for expanding SLCs to 10th grade next year	By 6/12/26	Instruction and Professional Development Committee (IPD)	Extension of service hours for collaboration, Travel to align to NYSED Redesign	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/25/26	Spring SLC completion rate	95% of scheduled 9th grade SLCs completed	
4/30/26	Feedback gathered	75% of participants in SLCs respond to a survey form	
6/15/25	Student Self-Assessment	85% of 9th grade students will have updated portfolios that include self-reflection about their progress in core subjects and self-assessed SMART goal progress for the year.	

End Of Year Survey

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.

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	**2024-25 Results**	**2025-26 Desired Results**	**Actual Results**
1	The school's SCEP was communicated to all staff members and staff members understood it.	40% Strongly Agree 51% Agree 7% Disagree 2% Strongly Disagree	Improve Strongly Agree by 10%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	47% Strongly Agree 45% Agree 5% Disagree 2% Strongly Disagree	Improve Strongly Agree by 10%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	40% Strongly Agree 49% Agree 7% Disagree 4% Strongly Disagree	Improve Strongly Agree by 10%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	29% Strongly Agree 64% Agree 5% Disagree 2% Strongly Disagree	Improve Strongly Agree by 21%	
5	It was evident that our school focused on numeracy and literacy.	27% Strongly Agree 64% Agree 5% Disagree 4% Strongly Disagree	Improve Strongly Agree by 23%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	33% Strongly Agree 58% Agree 7% Disagree 2% Strongly Disagree	Improve Strongly Agree by 17%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	44% Strongly Agree 51% Agree 7% Disagree 2% Strongly Disagree	Improve Strongly Agree by 10%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	42% Strongly Agree 47% Agree 7% Disagree 4% Strongly Disagree	Improve Strongly Agree by 10%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	40% Strongly Agree 47% Agree 7% Disagree 5% Strongly Disagree	Improve Strongly Agree by 10%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	35% Strongly Agree 49% Agree 13% Disagree 4% Strongly Disagree	Improve Strongly Agree by 15%	

	Student Survey Questions (From Spring District Climate Survey)	**2024-25 Results**	**2025-26 Desired Results**	**Actual Results**
1	How often do your teachers seem excited to be teaching your class? (SC4)	Almost always 14% A lot of the time 32% Sometimes 35% Once in a while 14% Almost never 5%	Increase Almost Always by 15%	
2	How often are people disrespectful to others at your school? (SC1)	Almost never 7% Once in a while 11% Sometimes 26% Frequently 29% Almost always 26%	Increase Almost Never by 15%	
3	How often do students get into physical fights at your school? (SC2)	Almost never 5% Once in a while 12% Sometimes 31% Frequently 32% Almost always 20%	Increase Almost Never by 15%	
4	How likely is it that someone from your school will bully you online? (SC3)	Not at all likely 49% Slightly likely 16% Somewhat likely 19% Quite likely 10% Extremely likely 7%	Increase Not at all Likely by 15%	

5	How often do you worry about violence at your school? (SC4)	Almost never 25% Once in a while 24% Sometimes 31% Frequently 9% Almost always 10%	Increase Almost Never by 15%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	Not at all diff. 27% Slightly difficult 29% Somewhat diff. 27% Quite diff. 11% Extremely diff. 6%	Increase Not at All Difficult by 15%	
7	How much support do the adults at your school give you? (SB2)	A huge amount 15% A lot of support 44% Some support 29% A little bit 10% No support at all 2%	Increase a Huge Amount by 15%	
8	Overall, how much do you feel like you belong at your school? (SB4)	Completely 10% Mostly belong 32% somewhat 30% a little bit 19% Do not belong 9%	Increase Completely Belong by 15%	
9	How excited would you be to have your teacher again? (TSR1)	Extremely 17% Very excited 25% Somewhat 33% A little excited 14% Not at all 11%	Increase Extremely Excited by 15%	
10	How respectful is your teacher towards you? (TSR4)	Extremely 31% Very respectful 48% Somewhat 15% A little respectful 3% Not at all 2%	Increase Extremely by 15%	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	To what extent do you think that children enjoy going to your child's school? (School Climate 1)	Tremendously 23% Enjoy quite a bit 24% Enjoy somewhat 27% Enjoy a little bit 10% Do not enjoy 16%	Increase Tremendously by 15%	
2	How motivating are the classroom lessons at your child's school? (SC2)	Extremely 9% Quite 32% Somewhat 22% Slightly 22% Not at all 16%	Increase Extremely by 15%	
3	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	Extremely well 21% Quite well 31% Somewhat well 18% Slightly well 13% Not well at all 18%	Increase Extremely by 15%	
4	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	A tremendous 15% Quite a bit 26% Some respect 28% A little bit 15% Almost no 15%	Increase Tremendously by 15%	
5	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	A tremendous 23% Quite a bit 29% Some respect 27% A little bit 13% Almost no 9%	Increase Tremendously by 15%	
6	How much of a sense of belonging does your child have at his/her school? (School Fit 2)	Tremendous 19% Quite a bit 38% Some belonging 20% A little bit 11% No belonging 12%	Increase Tremendously by 15%	
7	How well do you feel your child's school is preparing him/her for his/her next academic year? (School Fit 1)	Extremely well 20% Quite well 34% Somewhat well 24% Slightly well 6% Not well at all 16%	Increase Extremely by 15%	

End Of Year Survey

8	How well do the activities offered at your child's school match his/her interests? (School Fit 5)	Extremely well 24% Quite well 31% Somewhat well 20% Slightly well 10% Not well at all 15%	Increase Extremely by 15%	
9	At your child's school. How well does the overall approach to discipline work for your child (School Fit 3)	Extremely well 22% Quite well 32% Somewhat well 15% Slightly well 10% Not well at all 22%	Increase Extremely by 15%	
10	How comfortable is your child in asking for help from school adults? (School Fit 6)	Extremely 16% Quite 38% Somewhat 18% Slightly 15% Not comfortable 14%	Increase Extremely by 15%	
11	Given you child's cultural background, how good of a fit is his/her school. (School Fit 4)	Extremely good 18% Quite good 44% Somewhat good 16% Slightly good 10% Not good at all 12%	Increase Extremely by 15%	
12	How well do the teaching styles of your child's teachers match your child's learning style? (School Fit 7)	Extremely well 18% Quite well 29% Somewhat well 28% Slightly well 9% Not well at all 15%	Increase Extremely by 15%	

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
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	X
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	X
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
Professional Learning Communities	X
Restorative Practices	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	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
Example: Mary James	*ELL Teacher*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Andrew Nolan	Principal	10/9, 11/20, 2/25	3/11, 4/8	5/5	5/13	5/14	5/20, 6/3
Ashley Killenbec	Vice-Principal	11/20, 2/25	3/11, 4/8	5/5	5/13	5/14	6/3
Hugh Hogle	Vice-Principal	11/20, 2/25	3/11, 4/8	5/5		5/14	5/27, 6/3
Lyn De Tore	Vice-Principal	11/20, 2/25	3/11, 4/8	5/5		5/14	5/27
Candace Johnson	Vice-Principal	11/20, 2/25	3/11, 4/8	5/5		5/14	6/3
Peter Sterpe	Instructional Coach (SLT)	10/9, 11/20, 2/25	3/11, 4/8	5/5	5/13	5/14	5/20, 5/27, 6/3
Heather Ince	Teacher (SLT)	10/9	3/11, 4/8		5/13	5/14	5/20, 5/27
Anne Daviau	Teacher (SLT)	10/9	3/11, 4/8	5/5	5/13	5/14	5/20
Bryan English	Teacher (SLT)		3/11, 4/8	5/5	5/13	5/14	5/27, 6/3
Joseph Bennett	Teacher (SLT)		3/11, 4/8		5/13		
Kari Egerbrecht	Teacher (SLT)		3/11				
Brittany Button	Teacher (SLT)		3/11		5/13	5/14	5/27
Ricky Maeweather	School Sentry (SLT)		2/11, 3/11, 4/8				
Rebecca Wilk	Teacher	10/9				5/14	5/20
Theresa Lewis	Teacher	10/9					5/20
Midheta Mujak	Teacher			5/5		5/14	
Rebekah Farrell	Teacher					5/14	5/27, 6/3
Jasmine Davis	Dean of Students				5/13		
Calvin Odom	Dean of Students				5/13		
Kenyon Black	Parent (SLT)		2/11, 3/11, 4/8	5/5	5/13		6/3
Tanya Eastman	Parent						
Various Students	Students (Interviews)				5/13		

SCEP Development Team

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.

The Student Interview process, including individual Redesign interviews and focus groups using questions to dig deeper into Panorama survey data, significantly shaped our SCEP. Their input led to specific actions in our implementation plan, such as regular creation and analysis of common formative assessments, embedding CER writing and vocabulary support in Academy PLT time, and focusing on differentiated instruction. This student-centered approach informed our progress monitoring indicators. It also guided our long-term planning, which includes a comprehensive review of their impact on student achievement. By incorporating student voices, we ensured our SCEP addresses real needs, aligning with our commitment to improve engagement and academic performance across all content areas at Nottingham High.

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.

Our strategies are designed to improve outcomes for economically disadvantaged students through a comprehensive approach. By implementing formative assessment practices, strengthening PLCs, and focusing on essential standards and SMART goals, we ensure consistent, high-quality instruction for all students. Through strong PLC work in content teams we can ensure that every classroom offers the same high-quality instruction and that students with learning gaps have their needs specifically addressed.