2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Henninger High School	Dana Vendetti Cole	9-12	ATSI

✓ **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.**

✓ **Civic Empowerment Project identified:** Choose an item.

SCEP DEVELOPMENT TEAM		
	Name	*Title / Role*
1	Dana Vendetti Cole	Principal
2	Nick Salibrici	Instructional Coach, SLT member, HSR Team member
3	Elaine Fay Burt	AVID Instructional Coach, SLT member, HSR Team member
4	Lia Reistrom	English Teacher, SLT member, HSR Team member
5	Rick King	Math Teacher, HSR Team member
6	Lori Lizzio	Art Teacher, HSR Team member, SLT member
7	Kate Rood	Science Teacher, HSR Team member
8	Amy Banks	ENL Teacher, HSR Team member
9	Alyssa Nicotra	Special Education Teacher
10	Jaime Commisso	Vice Principal
11	Paola Benevento	Vice Principal
12	Meghan Vitale	Parent, SLT member, PTSO member
13	Ramie Miller	Parent, SLT member, PTSO member
14	Luca Diaz-Perez	Student, Senior Student Council President
15	Nylah Frempong	Student, Principal's Advisory Council member

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Henninger].xlsx

Table of Contents – Bookmark Links

OVERVIEW PAGE

	Year-End Goals	
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	
2	Math	Goals will be developed after all 2024-25 data are available
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 *(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**	7) School Customized	R
		2	Select One School Framework or Academic Strategy	
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**	6) PLC: School Customized	R
		4	Select One Student Subgroup or Academic Strategy	
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**	School Customized	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.

Key Strategy 1: AVID WICOR Strategies (Accountable Talk)	SY2526 PD Plan [Henninger].xlsx	School Lead: Fay Burt and Nicolas Salibrici (AVID Instructional Coaches)

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 the district-wide assessment, Accountable Talk was identified as a district priority. As an AVID school, we support and implement accountable talk strategies using the WICOR model based on the literacy gaps we find in our data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We are refining this strategy by having departments focus on WICOR strategies aligned to their content area when they are designing unit plans during PLTs. This will promote accountable talk opportunities and disciplinary literacy development.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Hold AVID WICOR Refresher PD (Opening Days).	8/27, 8/28, 9/2	Burt, Salibrici	PD and PLT opening days, AVID resource folder	
Organize and maintain available AVID WICOR Resources through PD/PLT Roadmap for teacher access during planning including virtual training opportunities and supplemental learning resources.	10/30/25	Burt, Salibrici	PD/PLT Roadmap, AVID Virtual training sessions	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/30/25	Walkthrough data will provide evidence of AVID WICOR strategies (Accountable Talk moves)	50% of walkthroughs show evidence	
9/30/25	AVID WICOR training provided for all PLT groups.	100% of teachers will receive AVID resource folder and all PLTs will focus on aligning implementation.	

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: AVID WICOR Strategies (Accountable Talk)	SY2526 PD Plan [Henninger].xlsx	School Lead: Fay Burt and Nicolas Salibrici (AVID Instructional Coaches)

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 the district-wide assessment, Accountable Talk was identified as a district priority. As an AVID school, we support and implement accountable talk strategies using the WICOR model based on the literacy gaps we find in our data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We are refining this strategy by having departments focus on WICOR strategies aligned to their content area when they are designing unit plans during PLTs. This will promote accountable talk opportunities and disciplinary literacy development.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Organize and maintain AVID WICOR Resources through PD/PLT Roadmap for teacher access during planning including virtual training opportunities and supplemental learning resources.	12/20/25	Burt, Salibrici	PD/PLT Roadmap	
Make use of AVID WICOR strategies during PLT planning time.	12/20/25	Burt, Salibrici	PD/PLT Roadmap	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/20/25	Walkthrough data will provide evidence of AVID WICOR strategies (Accountable Talk moves)	60% of walkthroughs show evidence	
12/20/25	PLT minutes reflect the use of AVID WICOR strategies	60% of PLT minutes include AVID WICOR strategy use	

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: AVID WICOR Strategies (Accountable Talk)	SY2526 PD Plan [Henninger].xlsx	**School Lead:** E. Fay Burt and Nicolas Salibrici (AVID Instructional Coaches)

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 the district-wide assessment, Accountable Talk was identified as a district priority. As an AVID school, we support and implement accountable talk strategies using the WICOR model based on the literacy gaps we find in our data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We are refining this strategy by having departments focus on WICOR strategies aligned to their content area when they are designing unit plans during PLTs. This will promote accountable talk opportunities and disciplinary literacy development.

IMPLEMENTATION PLAN (JANUARY-MARCH)				
Essential Action Steps(Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide AVID WICOR Resources through PD/PLT Roadmap for teacher access during planning including virtual training opportunities and supplemental learning resources.	3/31/26	Burt, Salibrici	PD/PLT Roadmap	
Make use of AVID WICOR strategies during PLT planning.	3/31/26	Burt, Salibrici	PD/PLT Roadmap	

PROGRESS MONITORING (JANUARY-MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Walkthrough data will provide evidence of AVID WICOR strategies (Accountable Talk moves)	75% of walkthroughs show evidence	
3/31/26	PLT minutes reflect the use of AVID WICOR strategies	75% of PLT minutes include AVID WICOR strategy use	

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: AVID WICOR Strategies (Accountable Talk)	SY2526 PD Plan [Henninger].xlsx	School Lead: E. Fay Burt and Nicolas Salibrici (AVID Instructional Coaches)

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 the district-wide assessment, Accountable Talk was identified as a district priority. As an AVID school, we support and implement accountable talk strategies using the WICOR model based on the literacy gaps we find in our data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We are refining this strategy by having departments focus on WICOR strategies aligned to their content area when they are designing unit plans during PLTs. This will promote accountable talk opportunities and disciplinary literacy development.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide AVID WICOR Resources through PD/PLT Roadmap for teacher access during planning.	6/15/26	Burt, Salibrici	PD/PLT Roadmap	
Make use of AVID WICOR strategies during PLTs.	6/15/26	Burt, Salibrici	PD/PLT Roadmap	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/26	Walkthrough data will provide evidence of AVID WICOR strategies	100% of walkthroughs show evidence	
6/15/26	PLT minutes reflect the use of AVID WICOR strategies	100% of PLT minutes include AVID WICOR strategy use	

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

Key Strategy 2:	SY2526 PD Plan [Henninger].xlsx	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:	SY2526 PD Plan [Henninger].xlsx	**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 (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

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:	SY2526 PD Plan [Henninger].xlsx	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

Key Strategy 2:	SY2526 PD Plan [Henninger].xlsx	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 Implementation: Collaborative Instructional Planning & Co-Teaching	SY2526 PD Plan [Henninger].xlsx	School Lead: Admin, Instructional Coaches & ALT (Academic Leadership

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.* Switching from academy-based PLTs to department-based PLTs will allow teachers to unpack standards, develop common formative and summative assessments, analyze assessment data, and build best instructional practices through collaboration.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Switching to department-based PLTs will allow same content and co-teaching partners to work through the 4 critical questions, develop common unit plans, and create common formative assessments to address key standards/skills.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide Summer Professional Development on Co-teaching strategies in a block-schedule and visit model CT schools (Co-Teacher Evolved). PLT/PT committee will meet regularly to monitor and update PLT work and PD topics.	10/31/25	Instructional Coaches	PD/PLT Roadmap Solution Tree text: Co-Teaching Evolved	■
Establish norms and collective commitments in department-based PLTs for the 25-26SY. PLT work for each team will be supported by Solution Tree PD training and turnkey opportunities.	9/30/25	Teachers, Instructional coaches, ALT	PD/PLT Roadmap, Solution Tree PDs/Resources	■
Prioritize standards in content PLTs to develop learning targets and build effective unit plans and assessments.	10/31/25	Teachers, Instructional coaches, ALT	PD/PLT Roadmap	■
Generate common assessments and benchmarks as part of the assessment road map (design and delivery).	10/31/25	Teachers, Instructional coaches, ALT	PD/PLT Roadmap	■
Analyze data and create re-engagement plan.	10/31/25	Teachers, Instructional coaches, ALT	PD/PLT Roadmap	■

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/30/25	Collective commitments are established and documented within PLTs.	100% of PLTs have a defined structure of norms, commitments, and responsibilities for their meetings.	
10/31/25	All teachers will identify and analyze content standards and how they align to prioritized content learning targets.	100% of teachers engage in the identification, analysis, and documentation of standards in PLTs.	
10/31/25	PLT minutes and walkthrough data show implementation of the co-teaching model.	100% of co-teachers are using one of the 11 co-teaching models for instruction and monitoring effectiveness through PLT discussions.	

| 10/31/25 | PLTs are committed to the assessment roadmap cycle to inform instructional strategies and interventions. | 100% of PLTs are engaging in a data cycle (review, reteach, reassess). | |

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

| 12/30/25 | PLTs are committed to the assessment roadmap cycle to inform instructional strategies and interventions. | 100% of PLTs are engaging in a data cycle (review, reteach, reassess). | |

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 Implementation: Collaborative Instructional Planning & Co-Teaching	SY2526 PD Plan [Henninger].xlsx	School Lead: Admin, Instructional Coaches & ALT (Academic Leadership Team)

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.*
Switching from academy-based PLTs to department-based PLTs will allow teachers to unpack standards, develop common formative and summative assessments, analyze assessment data, and build best instructional practices through collaboration.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Switching to department-based PLTs will allow same content and co-teaching partners to work through the 4 critical questions, develop common unit plans, and create common formative assessments to address key standards/skills.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revise and update collective commitments, norms, and responsibilities.	3/30/26	Teachers, coaches, admin	PLT, ALT	
Continue to revise and update the co-teaching model in ICT PLTs.	3/30/26	Teachers, coaches, admin	PLT, ALT	
Teachers will identify and prioritize content standards to determine learning targets in each content-based PLT.	3/30/26	Teachers, coaches, admin	PLT, ALT	
Continue to generate common assessments and benchmarks as part of the assessment road map (design and delivery).	3/30/26	Teachers, coaches, admin	PLT, ALT	
Analyze data and create re-engagement plan.	3/30/26	Teachers, coaches, admin	PLT, ALT	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/30/26	Collective commitments are established and documented within PLTs.	100% of PLTs have a structure of norms and commitments for their meetings.	
3/30/26	All teachers will engage in the process of identifying and analyzing standards and how they align to prioritized content learning targets.	100% of teachers engage in the identification, analysis, and documentation of standards in PLTs.	
3/30/26	PLT minutes and walkthrough data show implementation of the co-teaching model.	100% of co-teachers are using one of the 11 co-teaching models for instruction and monitoring effectiveness through PLT discussions.	

| 3/30/26 | PLTs are committed to the assessment roadmap cycle to inform instructional strategies and interventions. | 100% of PLTs are engaging in a data cycle (review, reteach, reassess). | |

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 3: PLC Implementation: Collaborative Instructional Planning & Co-Teaching	SY2526 PD Plan [Henninger].xlsx	School Lead: Admin, Instructional Coaches & ALT (Academic Leadership Team)

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.*
Switching from academy-based PLTs to department-based PLTs will allow teachers to unpack standards, develop common formative and summative assessments, analyze assessment data, and build best instructional practices through collaboration.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Switching to department-based PLTs will allow same content and co-teaching partners to work through the 4 critical questions, develop common unit plans, and create common formative assessments to address key standards/skills.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review norms, collective commitments, roles and responsibilities from the year.	6/30/26	Teachers, coaches, admin	PLT, ALT	🟥
Continue to implement the co-teaching model in ICT PLTs.	6/30/26	Teachers, coaches, admin	PLT, ALT	🟥
Prioritize content standards to review for end of the year assessments.	6/30/26	Teachers, coaches, admin	PLT, ALT	🟥
Review assessments and benchmarks to review final assessments.	6/30/26	Teachers, coaches, admin	PLT, ALT	🟥
Analyze past data to determine key review strategies, concepts, and skills.	6/30/26	Teachers, coaches, admin	PLT, ALT	🟥

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/30/26	Collective commitments are established and documented within PLTs.	100% of PLTs have a structure of norms and commitments for their meetings.	
6/30/26	All teachers will engage in the process of identifying and analyzing standards and how they align to prioritized content learning targets.	100% of teachers engage in the identification, analysis, and documentation of standards in PLTs.	
6/30/26	PLT minutes and walkthrough data show implementation of the co-teaching model.	100% of co-teachers are using one of the 11 co-teaching models for instruction and monitoring effectiveness through PLT discussions.	

6/30/26	PLTs are committed to the assessment roadmap cycle to inform instructional strategies and interventions.	100% of PLTs are engaging in a data cycle (review, reteach, reassess).	

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 4:	SY2526 PD Plan [Henninger].xlsx	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 #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:	SY2526 PD Plan [Henninger].xlsx	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 (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

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:	SY2526 PD Plan [Henninger].xlsx	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 #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:	SY2526 PD Plan [Henninger].xlsx	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

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

Key Strategy 5: Academy Structure	SY2526 PD Plan [Henninger].xlsx	**School Lead:** Admins, ALT, Academy Teams

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.* Provide and support academic and career pathways within each academy based upon student choice with coordinated courses. This will increase student achievement, our overall graduation rate, and post-graduation success.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Expand the academy model by providing additional support.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Utilize academy-based attendance teams to monitor academy attendance and contact families.	9/30/25	Vendetti, Admin, Academy leads,	ALT, All student cohort data, Admin, Counselors	
Create Academy Advisory committees comprised of students, teachers and support staff to develop academy pathways. This will include academy incentives, materials, and committee hours.	9/30/25	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors, Academy Committees	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31/25	Student academy advisory committees created.	Team meets regularly to promote their academy. Minutes reflect discussions about each academy goals.	
10/31/25	Academies engage in attendance monitoring and communication with families.	100% Academy minutes reflect outreach.	
10/31/25	Academy teams meet regularly to review/update academy incentives and materials.	100% attendance at academy meetings	

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: Academy Structure	SY2526 PD Plan [Henninger].xlsx	School Lead: Admins, ALT, Academy Teams

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.*
Provide and support academic and career pathways within each academy based upon student choice with coordinated courses. This will increase student achievement, our overall graduation rate, and post-graduation success.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Expand the academy model by providing additional support.

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 utilize academy-based attendance teams to monitor academy attendance and contact families. This will include academy incentives, materials, and committee hours.	12/30/25	Vendetti, Admin, Academy leads,	ALT, All student cohort data, Admin, Counselors	
Work with Academy Advisory committees to refine academy pathways.	12/30/25	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors	
Academy Advisory committees develop plan to promote academy and answer the following questions: 1. Who are we? 2. What do we want to see in our classrooms and instruction that relates to our academy focused careers and interests? 3. What do our teachers need, to bring this to life in our classes? 4. Which pathways best fit our students?	12/30/25	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors, State training and guidance on graduation pathways	
Academy principals meet with academy teachers to review MP1 pass/fail rates and review call logs	12/30/26	Academy Principals, teachers	MP1 data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/30/25	Academies engage in attendance monitoring and communication with families.	100% Academy minutes reflect outreach.	
12/30/25	Academy pathways are finalized (total of 4)	Completed pathways for each academy	
12/30/25	Draft of academy plans to promote and PD for their academy teachers	Completed drafts for each academy's plans	
12/30/25	Pass/fail rate meetings with teachers	100% of teachers engage in pass/fail rate meetings and review call logs	

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.

Key Strategy 5: Academy Structure	SY2526 PD Plan [Henninger].xlsx	School Lead: Admins, ALT, Academy Teams

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.*
Provide and support academic and career pathways within each academy based upon student choice with coordinated courses. This will increase student achievement, our overall graduation rate, and post-graduation success.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Expand the academy model by providing additional support.

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 utilize academy-based attendance teams to monitor academy attendance and contact families. This will include academy incentives, materials, and committee hours.	3/30/26	Vendetti, Admin, Academy leads,	ALT, All student cohort data, Admin, Counselors	
Work with Academy Advisory committees to start to piece together Academy booklet with the following: • Academy Pathway • Academy Purpose • Academy Staff list and roles	12/30/25	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors, State training and guidance on graduation pathways	
Academy Advisory committee present work to their academy staff thus far (booklet, PD for teachers, etc.)	12/30/25	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors	
Academy principals meet with academy teachers to review MP2 pass/fail rates and review call logs	3/30/26	Academy Principals, teachers	MP2 data	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/30/26	Academies engage in attendance monitoring and communication with families.	100% Academy minutes reflect outreach.	
3/30/26	Draft of booklet and PD for academy staff	Drafts of booklet and PD for academy staff	
3/30/26	Scheduled presentations for each academy staff	Presentations with feedback	
3/30/26	Pass/fail rate meetings with teachers	100% of teachers engage in pass/fail rate meetings and review call logs	

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: Academy Structure	SY2526 PD Plan [Henninger].xlsx	School Lead: Admins, ALT, Academy Teams

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.*
Provide and support academic and career pathways within each academy based upon student choice with coordinated courses. This will increase student achievement, our overall graduation rate, and post-graduation success.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Expand the academy model by providing additional support.

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 utilize academy-based attendance teams to monitor academy attendance and contact families.	6/25/26	Vendetti, Admin, Academy leads,	ALT, All student cohort data, Admin, Counselors	
Finalize Academy booklets to be shared with families	6/25/26	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors	
Work with Academy Advisory committees to develop 9-12 portfolio plan with capstone project senior year (this will be developed in collaboration with the College and Career Center existing plan)	6/25/26	Vendetti, Admin, Academy leads, students	ALT, All student cohort data, Admin, Counselors	
Academy principals meet with academy teachers to review MP3 pass/fail rates and review call logs	6/25/26	Academy Principals, teachers	MP3 data	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/25/26	Academies engage in attendance monitoring and communication with families.	100% Academy minutes reflect outreach.	
6/25/26	Completed Academy booklets	Booklets mailed home to families in preparation for the following school year	
6/25/26	Rough drafts of Academy portfolios plans	Rough drafts of Academy portfolio plans with yearly progress indicators	
6/25/26	Pass/fail rate meetings with teachers	100% of teachers engage in pass/fail rate meetings and review call logs	

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

Attendance Commitment – Strategy 5

Attendance Commitment – Strategy 5   **April - June**

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

Key Strategy 6: Multi-tiered system of support	[SY2526 PD Plan [Henninger].xlsx](#)	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.*
Based on past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	10.31.25	Counselors, social workers	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	
Create an Equitable Grading Committee to review/discuss grading practices.	10.31.25	Vendetti, Academy Leads	SLT, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	
Plan and implement the following opportunities for seniors: • Host grad status meetings to track student progress • Host senior meetings throughout the school year to involve families in the needs of seniors	10.31.25	Vendetti	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	
Plan and communicate the following opportunities for students to increase access to earning credits: • Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 • Communicate Sprint Week opportunities to staff, students and families • Provide CR/EDLP to 10th-12th grade students • Host cohort meetings through each academy to monitor student progress towards graduation	10.31.25	Academy Principals, Vendetti	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	

Provide academic advisement for all students and monitor process to adjust through ALT and SLT	10/31/25	All staff	AA database	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10.31.25	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
10.31.25	Graduation status meetings take place regularly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
10.31.25	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
10.31.25	Teachers will review common grading practices and provide time to track students' progress.	100% of teachers and students will participate in check-ins during each marking period	
10/31/25	Students have access to teachers for intervention and extension during AA	100% of teachers are requesting students and providing AA opportunities	

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

Key Strategy 6: Multi-tiered system of support	SY2526 PD Plan [Henninger].xlsx	School Lead: Vendetti, Sturgeon, Counselors, Social Workers, SIT, ALT

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 past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

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

If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	12.31.25	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and implement the following opportunities for seniors: • Host regular graduation status meetings to track student progress • Host senior meetings throughout the school year to involve families in the needs of seniors	12.31.25	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and communicate the following opportunities for students to increase access to earning credits: • Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 • Communicate Sprint Week opportunities to staff, students and families • Provide CR/EDLP to 10th-12th grade students • Host cohort meetings through each academy to monitor student progress towards graduation	12.31.25	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	

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

Key Strategy 6: Multi-tiered system of support	SY2526 PD Plan [Henninger].xlsx	**School Lead:** Vendetti, Sturgeon, Counselors, Social Workers, SIT, ALT

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 past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

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 provide community-based support for students to access social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	3/30/26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and implement the following opportunities for seniors: • Host regular graduation status meetings to track student progress • Host senior meetings throughout the school year to involve families in the needs of seniors	3/30/26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and communicate the following opportunities for students to increase access to earning credits: • Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 • Communicate Sprint Week opportunities to staff, students and families • Provide CR/EDLP to 10th-12th grade students • Host cohort meetings through each academy to monitor student progress towards graduation • Host Advisement Days at the end of marking periods 1, 2 & 3	3/30/26	Vendetti - Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	

• Host check-ins during each marking period for students to check grades				█
Continue use of Equitable Grading Committee to review/discuss/inform grading practices.	3/30/26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	█
Provide academic advisement for all students and monitor process to adjust through ALT and SLT	3/30/26	All staff	AA database	█

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/30/26	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
3/30/26	Graduation status meetings take place regularly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
3/30/26	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery; Teachers will review common grading practices and provide time to track students' progress.	
3/30/26	Teachers will review common grading practices and provide time to track students' progress.	100% of teachers and students will participate in check-ins during each marking period	
3/30/26	Students have access to teachers for intervention and extension during AA	100% of teachers are requesting students and providing AA opportunities	

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.

Key Strategy 6: Multi-tiered system of support	SY2526 PD Plan [Henninger].xlsx	School Lead: Vendetti, Sturgeon, Counselors, Social Workers, SIT, ALT

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 past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

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

If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan and provide community-based support for students to access social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	6.15.26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and implement the following opportunities for seniors: • Host regular graduation status meetings to track student progress • Host senior meetings throughout the school year to involve families in the needs of seniors	6.15.26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Plan and communicate the following opportunities for students to increase access to earning credits: • Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 • Communicate Sprint Week opportunities to staff, students and families • Provide CR/EDLP to 10th-12th grade students • Host cohort meetings through each academy to monitor student progress towards graduation • Host Advisement Days at the end of marking periods 1, 2 & 3	6.15.26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	

• Host check-ins during each marking period for students to check grades				
Continue use of Equitable Grading Committee to review/discuss/inform grading practices.	6.15.26	Vendetti-Cole	SIT, PLTs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data	
Provide academic advisements for all students and monitor process to adjust through ALT and SLT	6.15.26	All staff	AA database	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6.15.26	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
6.15.26	Graduation status meetings take place regularly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
6.15.26	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
6.15.26	Teachers will review common grading practices and provide time to track students' progress.	100% of teachers and students will participate in check-ins during each marking period	
6.15.26	Students have access to teachers for intervention and extension during AA	100% of teachers are requesting students and providing AA opportunities	

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

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 Combined Agree & Strongly Agree	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	96%	100%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	93%	100%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	83%	85%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	79%	85%	
5	It was evident that our school focused on numeracy and literacy.	75%	80%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	73%	80%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	93%	100%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	81%	85%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	85%	90%	

	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)	37%	45%	
2	How often are people disrespectful to others at your school? (SC1)	81%	85%	
3	How often do students get into physical fights at your school? (SC2)	83%	85%	
4	How likely is it that someone from your school will bully you online? (SC3)	46%	55%	
5	How often do you worry about violence at your school? (SC4)	62%	65%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	52%	60%	
7	How much support do the adults at your school give you? (SB2)	48%	55%	
8	Overall, how much do you feel like you belong at your school? (SB4)	34%	40%	

End Of Year Survey

9	How excited would you be to have your teacher again? (TSR1)	41%	50%	
10	How respectful is your teacher towards you? (TSR4)	75%	80%	

	Family Survey Questions (From Spring Climate Survey)	**2024-25 Results**	**2025-26 Desired Results**	**Actual Results**
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)			
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)			
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)			
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)			
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)			
6	To what extent do you think that children enjoy going to your child's school? (SC1)	31%	40%	
7	How motivating are the classroom lessons at your child's school? (SC2)	29%	40%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	33%	40%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	29%	40%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	46%	55%	

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	X
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)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
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	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
Example: Mary James	*ELL Teacher*	*3/5*	*5/1/25*	*5/1/25*	*5/1/25*	*4/25/25*	*5/2/25*	*5/2/25, 5/6/25, 5/14/25*
Dana Vendetti Cole	Principal		X	X	X	X	X	X
Nick Salibrici	Instructional Coach, SLT member, HSR Team member		X	X	X	X	X	X
Fay Burt	AVID Instructional Coach, SLT member, HSR Team member		X	X	X	X	X	X
Lia Reistrom	English Teacher, SLT member, HSR Team member		X	X	X	X	X	X
Rick King	Math Teacher, HSR Team member		X	X	X	X	X	X
Lori Lizzio	Art Teacher, HSR Team member, SLT member		X	X	X		X	X
Kate Rood	Science Teacher, HSR Team member		X	X	X		X	X
Amy Banks	ENL Teacher, HSR Team member		X	X	X		X	X
Alyssa Nicotra	Special Education Teacher		X	X	X		X	X
Jaime Commisso	Vice Principal		X					X
Paola Benevento	Vice Principal			X				
Meghan Vitale	Parent, SLT member, PTSO member						X	
Ramie Miller	Parent, SLT member, PTSO member						X	

SCEP Development Team

					X		
Luca Diaz-Perez	Student, Senior Student Council President				X		
Nylah Frempong	Student, Principal's Advisory Council member					X	

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 responses were scribed and reviewed during the data dive during the needs assessment process. The questions were aligned to find more information than we had initially gathered from a student survey. The information helped us to further develop teacher practices during PLCs and how important it is for us to continuously support our co-teaching efforts and provide feedback to teachers. We also were able to have healthy and relevant conversations about what our students need and remove from the conversation "what we have always done" - this helped us to created more focused action steps and remove some of the fluff that has been weighing us down.

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.

We focused heavily on our ENL and Special education populations through the use of co-teaching and ensuring that ENL teachers and Special education teachers are provide PLC time with their co-teachers. Through focused co-teaching supports and planning time, we hope to see improvements across the data points for our ENL and special education students: attendance, grades, Regents scores, benchmarks and behavior.

SCEP Development Team