New York State
**EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

# 2025-26 School Comprehensive Education Plan (SCEP)

| District | School Name | Principal Name | Grades Served | Accountability  Model |
|---|---|---|---|---|
| SCSD | Brighton Academy | Peter Neeves | 6-8 | CSI |

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

✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**

✓ **District has approved this plan and will partner with the school to ensure its execution.**

✓ **Civic Empowerment Project identified: Monthly School Focus Groups**

| SCEP DEVELOPMENT TEAM | | |
|---|---|---|
| | *Name* | *Title / Role* |
| 1 | Peter Neeves | Principal |
| 2 | Dave Ryan | Instructional Coach |
| 3 | Nicole Miller | Instructional Coach |
| 4 | Dr. Abdulilah Al-Dubai | Vice Principal |
| 5 | Krystal Coleman | Vice Principal |
| 6 | Rickey Gregory | Vice Principal |
| 7 | Connor Dwyre | ICT/SCEP Team |
| 8 | Julia King | English Teacher/SCEP Team |
| 9 | Emily Erlendson | Elementary Teacher/SCEP Team |
| 10 | Tina  Schwartzmeyer | ENL Teacher/DEB Lead/SCEP Team |
| 11 | Janelle Wilcox | ELA AIS Team/SCEP Team |
| 12 | Jahcara Pam | Parent |
| 13 | Agnes Sageer | ICT/SCEP Team |
| 14 | Latoya Wilson | Parent |

**2025-26 SCEP Guidance**

| Link To Your School's 2025-26 PD Plan | **SY2526 PD Plan [Brighton Academy].xlsx** |
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| | Year-End Goals | |
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| | **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 | Other | |

| | 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 | 4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | E |
| | | | 2 | Effective Unit and Lesson Planning | N |
| 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 | 3) PLC: Monitoring to Promote Effectiveness | E |
| | | | 4 | Small Group Differentiated Instruction | E |
| 3 | This school is committed to ensuring all students feel a sense of belonging and attend school daily. | | 5 | Implementing an Effective Attendance Team | R |
| 4 | This school is committed to aligning and maximizing resources to serve and impact each student's needs. | | 6 | Social Emotional Learning | 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:** Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Ryan, Miller** |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
Across 16 classrooms in May thus far, there has been evidence of Accountable Talk in 92% of classes – this data is focused on the essential components of AT, suggesting we're in a good place foundationally and into the refinement phase.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
The school is prepared to take a deeper look into the tangible impacts of Accountable Talk practices by reviewing student data and output while ensuring consistent implementation across all grade levels and content areas.

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Review, compile Accountable Talk data from 2024-2025 SY for trends across grade levels, content areas and specific teachers to identify areas of strength and opportunities for growth. | Aug | Admin, Coaches, Liaisons | ILT members and interested teachers to meet during summer months to create plans for Brighton Academy's accountable talk strategy | |
| Plan for and implement summer PD reviewing expectations and norms for AT across the 2025-2026 SY including common definitions, expectations within walkthroughs, address common misunderstanding and real examples from classrooms to assist in building a universal understanding of AT at Brighton. | Aug | Admin, Coaches, Liaisons | ILT members to meet during summer months to create plans for PD | |
| Conduct walkthroughs looking for AT moves in action | Sept-Oct | Admin, Coaches, Liaisons | ILT members to conduct walkthroughs, meet with staff | |
| Evaluate walkthrough data for trends, deliver PD and specific coaching to elevate key areas | Sept-Oct | Admin, Coaches, Liaisons | Instructional coaches to select staff for cycles, meet regularly | |

| PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| 10/31 | 80% of classroom evident for AT during walkthroughs | Teachers planning out strategic questions and specific opportunities to employ AT moves | |
| 10/31 | 80% of short-answer responses referring to evidence to support a claim | Through AT practices, student recognize the need to support claims with evidence and employ the same strategy in their writing | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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| 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. |
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| Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Miller |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
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| Across 16 classrooms in May thus far, there has been evidence of Accountable Talk in 92% of classes – this data is focused on the essential components of AT, suggesting we're in a good place foundationally and into the refinement phase. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** The school is prepared to take a deeper look into the tangible impacts of Accountable Talk practices by reviewing student data and output while ensuring consistent implementation across all grade levels and content areas. |

| IMPLEMENTATION PLAN (NOVEMBER – DECEMBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs looking for AT moves in action | Nov-Dec | Admin, Coaches, Liaisons | ILT members to conduct walkthroughs, meet with staff | |
| Evaluate walkthrough data for trends, deliver PD and specific coaching to elevate key areas | Nov-Dec | Admin, Coaches, Liaisons | Instructional coaches to select staff for cycles, meet regularly | |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) | | | | |
|---|---|---|---|---|
| *Outcome Data* | | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | | **What we saw:** |
| 12/31 | 85% of classroom evident for AT during walkthroughs | Teachers planning out strategic questions and specific opportunities to employ AT moves | | |
| 12/31 | 85% of short-answer responses referring to evidence to support a claim | Through AT practices, student recognize the need to support claims with evidence and employ the same strategy in their writing | | |

| Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan |
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| 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. |
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| Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Miller |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
| --- |
| Across 16 classrooms in May thus far, there has been evidence of Accountable Talk in 92% of classes – this data is focused on the essential components of AT, suggesting we're in a good place foundationally and into the refinement phase. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** The school is prepared to take a deeper look into the tangible impacts of Accountable Talk practices by reviewing student data and output while ensuring consistent implementation across all grade levels and content areas. |

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
| --- | --- | --- | --- | --- |
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs looking for AT moves in action | Jan-Mar | Admin, Coaches, Liaisons | ILT members to conduct walkthroughs, meet with staff | |
| Evaluate walkthrough data for trends, deliver PD and specific coaching to elevate key areas | Jan-Mar | Admin, Coaches, Liaisons | Instructional coaches to select staff for cycles, meet regularly | |

| PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data* | | | |
| --- | --- | --- | --- |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| 3/31 | 90% of classroom evident for AT during walkthroughs | Teachers planning out strategic questions and specific opportunities to employ AT moves | |
| 3/31 | 90% of short-answer responses referring to evidence to support a claim | Through AT practices, student recognize the need to support claims with evidence and employ the same strategy in their writing | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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| 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. |
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| Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Miller |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** Across 16 classrooms in May thus far, there has been evidence of Accountable Talk in 92% of classes – this data is focused on the essential components of AT, suggesting we're in a good place foundationally and into the refinement phase. |
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| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** The school is prepared to take a deeper look into the tangible impacts of Accountable Talk practices by reviewing student data and output while ensuring consistent implementation across all grade levels and content areas. |

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs looking for AT moves in action | Apr-June | Admin, Coaches, Liaisons | ILT members to conduct walkthroughs, meet with staff | |
| Evaluate walkthrough data for trends, deliver PD and specific coaching to elevate key areas | Apr-June | Admin, Coaches, Liaisons | Instructional coaches to select staff for cycles, meet regularly | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/30 | 80% of classroom evident for AT during walkthroughs | Teachers planning out strategic questions and specific opportunities to employ AT moves | |
| 6/30 | 80% of short-answer responses referring to evidence to support a claim | Through AT practices, student recognize the need to support claims with evidence and employ the same strategy in their writing | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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**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: Effective Unit and Lesson Planning | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
Walkthroughs indicate inconsistency in differentiation, as well as use of academic and content specific vocabulary, protocols, and engagement.

**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** |
| Create norms, non-negotiables for lesson plans and unit plans by reviewing available models and seeking input from instructional staff | Aug | Neeves | ILT members to meet during summer months to norm lesson planning expectations and gather models. | |
| Distribute information regarding the vision for lesson and unit plans during the 2025-2026, confer with staff regarding expectations, resolve possible misunderstandings | Aug | Coaches, Liaisons | PD during opening days admin will share vision and expectations. | |
| Host planning sessions, led by coaches and content liaisons, focused on creating high quality unit and lesson plans for the first six weeks of the school year | Aug | Coaches, Liaisons | PLC time dedicated to PD ILT members planning, facilitating PD | |
| Weekly monitoring of creation and implementation of high-quality unit and lesson plans across all grade levels and content areas focused on differentiation, protocols, and vocabulary. | Sept-Oct | Admin | Time dedicated for walkthroughs | |
| Provide weekly feedback to all staff ensuring high quality instruction across all grade levels and content areas; explicit about HOWLs learning target(s), academic learning targets, and tasks aligned. | Sept-Oct | Admin, Coaches, Liaisons | Admin, coaches, liaisons will provide weekly feedback during weekly meeting time | |
| Provide bi-weekly feedback to teachers on their lesson planning including implementation of non-negotiables. | Sept-Oct | Admin | Admin providing feedback | |

| PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 10/31 | 100% of teachers have lesson plans available for review | Teachers utilizing available opportunities to learn key lesson planning skills and habits allowing them to effectively and efficiently plan for high quality instruction | |
| 10/31 | 90% engagement across classrooms, 75% differentiation across classrooms | Teachers that plan for high quality instruction will lead to engaging classrooms with instruction tailored to the specific and varying needs of all learners | |
| 10/31 | 10% increase in proficiency in unit assessment questions related to practices around gathering, interpreting, and using evidence. | Improved planning practices lead to higher student performance in assessments as students gain necessary skills in their academic classes | |

| 10/31 | Bi-weekly lesson plan feedback provided to teaching staff | Administrators have not only checked to see that lesson plans are available, but have provided feedback to teachers as necessary | |
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| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| **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. |
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| **Key Strategy 2:** Effective Unit and Lesson Planning | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Neeves** |
|---|---|---|

| **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.* Walkthroughs indicate inconsistency in differentiation, use of protocols and engagement. |
|---|
| **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** |
| Weekly monitoring of creation and implementation of high-quality unit and lesson plans across all grade levels and content areas | Nov-Dec | Admin | Dedicated time for walkthroughs and weekly lesson plan checks. | |
| Provide weekly feedback to all staff ensuring high quality instruction across all grade levels and content areas | Nov-Dec | Admin, Coaches, Liaisons | Admin, coaches, liaisons will provide weekly feedback during weekly meeting time | |
| Provide bi-weekly feedback to teachers on their lesson planning including implementation of non-negotiables. | Sept-Oct | Admin | Admin providing feedback | |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/31 | 100% of teachers have lesson plans available for review | Teachers utilizing available opportunities to learn key lesson planning skills and habits allowing them to effectively and efficiently plan for high quality instruction | |
| 12/31 | 90% engagement across classrooms, 80% differentiation across classrooms | Teachers that plan for high quality instruction will lead to engaging classrooms with instruction tailored to the specific and varying needs of all learners | |
| 12/31 | 10% increase in proficiency in unit assessment questions related to practices around gathering, interpreting, and using evidence. | Improved planning practices lead to higher student performance in assessments as students gain necessary skills in their academic classes | |
| 12/31 | Bi-weekly lesson plan feedback provided to teaching staff | Administrators have not only checked to see that lesson plans are available, but have provided feedback to teachers as necessary | |

| Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan |
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**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: Effective Unit and Lesson Planning | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
|---|---|---|

**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.*
Walkthroughs indicate inconsistency in differentiation, use of protocols and engagement.
**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** |
| Weekly monitoring of creation and implementation of high-quality unit and lesson plans across all grade levels and content areas | Jan-Mar | Admin | Dedicated time for walkthroughs and weekly lesson plan checks. | |
| Provide weekly feedback to all staff ensuring high quality instruction across all grade levels and content areas | Jan-Mar | Admin, Coaches, Liaisons | Admin, coaches, liaisons will provide weekly feedback during weekly meeting time | |
| Provide bi-weekly feedback to teachers on their lesson planning including implementation of non-negotiables. | Sept-Oct | Admin | Admin providing feedback | |

| PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| 3/31 | 100% of teachers have lesson plans available for review | Teachers utilizing available opportunities to learn key lesson planning skills and habits allowing them to effectively and efficiently plan for high quality instruction | |
| 3/31 | 90% engagement across classrooms, 85% differentiation across classrooms | Teachers that plan for high quality instruction will lead to engaging classrooms with instruction tailored to the specific and varying needs of all learners | |
| 3/31 | 10% increase in proficiency in unit assessment questions related to practices around gathering, interpreting, and using evidence. | Improved planning practices lead to higher student performance in assessments as students gain necessary skills in their academic classes | |
| 3/31 | Bi-weekly lesson plan feedback provided to teaching staff | Administrators have not only checked to see that lesson plans are available, but have provided feedback to teachers as necessary | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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| **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. |
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| **Key Strategy 2:** Effective Unit and Lesson Planning | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Neeves** |
|---|---|---|

| **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.* |
|---|
| Walkthroughs indicate inconsistency in differentiation, use of protocols and engagement. |
| **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** |
| Weekly monitoring of creation and implementation of high-quality unit and lesson plans across all grade levels and content areas | Apr-June | Admin | Dedicated time for walkthroughs and weekly lesson plan checks. | |
| Provide weekly feedback to all staff ensuring high quality instruction across all grade levels and content areas | Apr-June | Admin, Coaches, Liaisons | Admin, coaches, liaisons will provide weekly feedback during weekly meeting time | |
| Provide bi-weekly feedback to teachers on their lesson planning including implementation of non-negotiables. | Sept-Oct | Admin | Admin providing feedback | |

| **PROGRESS MONITORING (APRIL – JUNE)** *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/30 | 100% of teachers have lesson plans available for review | Teachers utilizing available opportunities to learn key lesson planning skills and habits allowing them to effectively and efficiently plan for high quality instruction | |
| 6/30 | 90% engagement across classrooms, 85% differentiation across classrooms | Teachers that plan for high quality instruction will lead to engaging classrooms with instruction tailored to the specific and varying needs of all learners | |
| 6/30 | 10% increase in proficiency in unit assessment questions related to practices around gathering, interpreting, and using evidence. | Improved planning practices lead to higher student performance in assessments as students gain necessary skills in their academic classes | |
| 6/30 | Bi-weekly lesson plan feedback provided to teaching staff | Administrators have not only checked to see that lesson plans are available, but have provided feedback to teachers as necessary | |

| **Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning** |
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| Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. | | |
|---|---|---|
| Key Strategy 3: PLC: Monitoring to Promote Effectiveness | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Ryan |

| What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Teams regularly analyze student work; however, focus needs to be on trends in student work being reflected in individual teachers' instructional practices. Differentiation and modifications reflect the needs of students in the classroom. |
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| If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. This is largely a continuation of efforts made in the 2024-2025 school year. Staff will need more time and specific individualized coaching cycles to lift the frequency of differentiation, use of protocols, accountable talk moves and other identified instructional priorities evident across all classrooms. |

### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

| Essential Action Steps (Begin with a verb) | Timeline | Person Responsible | Resource Alignment (*PD, Budget*, People, Time, etc.) | P |
|---|---|---|---|---|
| Review, compile, disaggregate walkthrough data from 2024-2025 SY for trends across grade levels, content areas and specific teachers to identify areas of strength and opportunities for growth. | Aug | Coaches | Summer time dedicated to ILT members working through this data. | |
| Create informational data set to distribute to staff highlighting performance from prior year. Ensure common understanding of strengths and areas of growth | Aug | Coaches | Distribute data set during opening days PD. | |
| Conduct walkthroughs looking for evidence of PLC topics implemented in instruction | Sept-Oct | Admin, Coaches | Time dedicated for walkthroughs | |
| Disaggregate walkthrough data for trends, share with staff and reform PLC plan based on information | Sept-Oct | Coaches | PLC time dedicated to sharing walkthrough trends and plans for reform. | |
| Implement weekly PLC structure including: LASW protocol cycle:<br>• Teachers bring formative assessment student work to analyze & collaborative plan next day's lesson based on data<br>• Coaches & content liaisons observe instruction and give specific feedback to teachers | Sept-Oct | Coaches | PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members | |

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

| Date | Progress Indicators | What do we hope to see? | What we saw: |
|---|---|---|---|
| 10/31 | 80% of walkthrough evident for differentiation OR use of protocols | Teachers employing instructional techniques from PLC | |
| 10/31 | Decrease in classroom referrals from year previous | Through engaging instructional practices, classroom behaviors improve | |
| 10/31 | 100% of teams analyze common formative assessment data at least biweekly. | Teachers involved in LASW protocol to analyze and adjust lesson plans based on formative assessment data. | |
| 10/31 | Increase proficiency in questions related to a particular standard or practice in core content areas on summative assessments. (ie. pre to post, unit to unit) | Improved planning practices lead to higher student performance in assessments as students gain necessary skills in their academic classes | |

### Notes/Reflections/Potential Adjustments to Inform November – December 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 3: Monitoring to Promote Effectiveness | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Ryan |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
Teams regularly analyze student work; however, focus needs to be on trends in student work being reflected in individual teachers' instructional practices. Differentiation and modifications reflect the needs of students in the classroom.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
This is largely a continuation of efforts made in the 2024-2025 school year. Staff will need more time and specific individualized coaching cycles to lift the frequency of differentiation, use of protocols, accountable talk moves and other identified instructional priorities evident across all classrooms.

## IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

| Essential Action Steps (Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment (*PD, Budget*, People, Time, etc.) | P |
|---|---|---|---|---|
| Conduct walkthroughs looking for evidence of PLC topics implemented in instruction | Nov-Dec | Admin, Coaches | ILT members to conduct walkthroughs, meet with staff | |
| Disaggregate walkthrough data for trends, share with staff and reform PLC plan based on information | Nov-Dec | Coaches | PLC time dedicated to sharing walkthrough trends and plans for reform. | |
| Implement weekly PLC structure including: LASW protocol cycle: <ul><li>Teachers bring formative assessment student work to analyze & collaborative plan next day's lesson based on data</li><li>Coaches & content liaisons observe instruction and give specific feedback to teachers</li></ul> | Nov-Dec | Coaches | PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members | |

## PROGRESS MONITORING (NOVEMBER – DECEMBER)
### Outcome Data

| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
|---|---|---|---|
| 12/31 | 85% of walkthrough evident for differentiation OR use of protocols | Teachers employing instructional techniques from PLC | |
| 12/31 | Decrease in classroom referrals from year previous | Through engaging instructional practices, classroom behaviors improve | |
| 12/31 | 100% of teams analyze common formative assessment data at least biweekly. | Teachers involved in LASW protocol to analyze and adjust lesson plans based on formative assessment data. | |

## Notes/Reflections/Potential Adjustments to Inform January – March 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 3: Monitoring to Promote Effectiveness | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Ryan |
|---|---|---|

**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.*
Teams regularly analyze student work; however, focus needs to be on trends in student work being reflected in individual teachers' instructional practices. Differentiation and modifications reflect the needs of students in the classroom.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
This is largely a continuation of efforts made in the 2024-2025 school year. Staff will need more time and specific individualized coaching cycles to lift the frequency of differentiation, use of protocols, accountable talk moves and other identified instructional priorities evident across all classrooms.

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs looking for evidence of PLC topics implemented in instruction | Jan-Mar | Admin, Coaches | ILT members to conduct walkthroughs, meet with staff | |
| Disaggregate walkthrough data for trends, share with staff and reform PLC plan based on information | Jan-Mar | Coaches | PLC time dedicated to sharing walkthrough trends and plans for reform. | |
| Implement weekly PLC structure including:<br>LASW protocol cycle:<br>• Teachers bring formative assessment student work to analyze & collaborative plan next day's lesson based on data<br>• Coaches & content liaisons observe instruction and give specific feedback to teachers | Jan-Mar | Coaches | PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members | |

| PROGRESS MONITORING (JANUARY – MARCH) | | | |
|---|---|---|---|
| *Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/31 | 90% of walkthrough evident for differentiation OR use of protocols | Teachers employing instructional techniques from PLC | |
| 3/31 | Decrease in classroom referrals from year previous | Through engaging instructional practices, classroom behaviors improve | |
| 3/31 | 100% of teams analyze common formative assessment data at least biweekly. | Teachers involved in LASW protocol to analyze and adjust lesson plans based on formative assessment data. | |

| 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 3:** Monitoring to Promote Effectiveness | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Ryan** |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
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| Teams regularly analyze student work; however, focus needs to be on trends in student work being reflected in individual teachers' instructional practices. Differentiation and modifications reflect the needs of students in the classroom. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This is largely a continuation of efforts made in the 2024-2025 school year. Staff will need more time and specific individualized coaching cycles to lift the frequency of differentiation, use of protocols, accountable talk moves and other identified instructional priorities evident across all classrooms. |

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs looking for evidence of PLC topics implemented in instruction | Apr-June | Admin, Coaches | ILT members to conduct walkthroughs, meet with staff | |
| Disaggregate walkthrough data for trends, share with staff and reform PLC plan based on information | Apr-June | Coaches | PLC time dedicated to sharing walkthrough trends and plans for reform. | |
| Implement weekly PLC structure including: LASW protocol cycle: <ul><li>Teachers bring formative assessment student work to analyze & collaborative plan next day's lesson based on data</li><li>Coaches & content liaisons observe instruction and give specific feedback to teachers</li></ul> | Apr-June | Coaches | PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/30 | 95% of walkthrough evident for differentiation OR use of protocols | Teachers employing instructional techniques from PLC | |
| 6/30 | Decrease in classroom referrals from year previous | Through engaging instructional practices, classroom behaviors improve | |
| 6/30 | 100% of teams analyze common formative assessment data at least biweekly. | Teachers involved in LASW protocol to analyze and adjust lesson plans based on formative assessment data. | |

| **Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning** |
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| Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. | | |
|---|---|---|
| Key Strategy 4: Small Group Differentiated Instruction | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Ryan |

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**
Our existing AIS structure, as well as the benefits we've already seen, shows us that students hold a range of academic deficits but that we are able to make growth when students are provided with daily instruction, in a small group setting, to address those needs.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand 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** |
| Draft revised structures for tiered interventions in ELA and math to include meeting student needs and gaps in ELA and Math, familiarize students with NYS short response writing rubric, conferencing with students to strengthen short response writing skills throughout AIS | Aug | Coaches | ILT members to meet during summer months to create calendar for PD cycles and make adjustments to AIS structures. | |
| Create an improved system for monitoring comprehension and fluency in ELA and Math involving data tracking and conferencing schedules. | Aug | Coaches | ILT members to meet during summer months to create data trackers & conference schedules to be added to AIS structures. | |
| Plan and facilitate professional development related to vocabulary, comprehension strategies, and effective written feedback. PD also to reflect alignment of grading to NYS Rubric for short response writing. | Aug - Oct | Coaches | PLC time dedicated to PD ILT members planning, facilitating PD | |
| Conduct walkthroughs and data dives to progress monitor implementation of intervention strategies | Sept - Oct | Coaches & Admin | Admin & Coaches conduct instructional walkthroughs and provide feedback | |
| Evaluate effectiveness of AIS structures and groupings by monitoring student growth | Sept - Oct | Coaches | PLC time dedicated to conduct data dives Coaches review data & make adjustments to AIS structures & groupings as needed | |
| Conduct data meetings reviewing the first round of short writing responses and creating plans to see improvement in the next round | Sept - Oct | Coaches | Conduct quarterly data meetings to guide instruction | |

| PROGRESS MONITORING (AUGUST – OCTOBER) | | | |
|---|---|---|---|
| *Implementation/Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| 8/31/25 | Revised structures for intervention as well as a vocabulary, comprehension, and fluency monitoring system created | Documented structures for our tiered interventions and monitoring system | |
| 8/31/25 | PD planned and facilitated around vocabulary, comprehension strategies, and effective written feedback | 90% positive teacher feedback from PD experience | |

| 10/31/25 | Regular walkthroughs conducted | 75% evidence of appropriate intervention structures implemented | |
|----------|-------------------------------|-------------------------------------------------------------|---|
| 10/31/25 | Data dives | Increased number of students demonstrating growth & moving groups | |

| **Notes/Reflections/Potential Adjustments to Inform November – December 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:** Small Group Differentiated Instruction | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Ryan** |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
Our existing AIS structure, as well as the benefits we've already seen, shows us that students hold a range of academic deficits but that we are able to make growth when students are provided with daily instruction, in a small group setting, to address those needs.

**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** <br> **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment** <br> (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct walkthroughs and data dives to progress monitor implementation of intervention strategies | Nov-Dec | Coaches & Admin | Admin & Coaches conduct instructional walkthroughs and provide feedback | |
| Evaluate effectiveness of AIS structures and groupings by monitoring student growth | Nov-Dec | Coaches | PLC time dedicated to conduct data dives Coaches review data & make adjustments to AIS structures & groupings as needed | |
| Conduct data meetings reviewing the first round of short writing responses and creating plans to see improvement in the next round | Nov-Dec | Coaches | Conduct quarterly data meetings to guide instruction | |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) <br> *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/31 | Regular walkthroughs conducted | 75% evidence of appropriate intervention structures implemented | |
| 12/31 | Data dives | Increased number of students demonstrating growth & moving groups | |

| Notes/Reflections/Potential Adjustments to Inform January – March 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:** Small Group Differentiated Instruction | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Ryan** |
|---|---|---|

**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 existing AIS structure, as well as the benefits we've already seen, shows us that students hold a range of academic deficits but that we are able to make growth when students are provided with daily instruction, in a small group setting, to address those needs.

**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** |
| Conduct walkthroughs and data dives to progress monitor implementation of intervention strategies | Jan-Mar | Coaches & Admin | Admin & Coaches conduct instructional walkthroughs and provide feedback | 🟥 |
| Evaluate effectiveness of AIS structures and groupings by monitoring student growth | Jan-Mar | Coaches | PLC time dedicated to conduct data dives Coaches review data & make adjustments to AIS structures & groupings as needed | 🟥 |
| Conduct data meetings reviewing the first round of short writing responses and creating plans to see improvement in the next round | Jan-Mar | Coaches | Conduct quarterly data meetings to guide instruction | 🟥 |

| PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/31 | Regular walkthroughs conducted | 75% evidence of appropriate intervention structures implemented | |
| 3/31 | Data dives | Increased number of students demonstrating growth & moving groups | |

| 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:** Small Group Differentiated Instruction | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead: Ryan** |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
Our existing AIS structure, as well as the benefits we've already seen, shows us that students hold a range of academic deficits but that we are able to make growth when students are provided with daily instruction, in a small group setting, to address those needs.

**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 walkthroughs and data dives to progress monitor implementation of intervention strategies | Apr-June | Coaches & Admin | Admin & Coaches conduct instructional walkthroughs and provide feedback | |
| Evaluate effectiveness of AIS structures and groupings by monitoring student growth | Apr-June | Coaches | PLC time dedicated to conduct data dives Coaches review data & make adjustments to AIS structures & groupings as needed | |
| Conduct data meetings reviewing the first round of short writing responses and creating plans to see improvement in the next round | Apr-June | Coaches | Conduct quarterly data meetings to guide instruction | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/30 | Regular walkthroughs conducted | 75% evidence of appropriate intervention structures implemented | |
| 6/30 | Data dives | Increased number of students demonstrating growth & moving groups | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. |
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| Key Strategy 5:  Effective Attendance Team | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
|---|
| Brighton's attendance index for 24-25 is currently at 141.0 and last year it was 159.3 which shows that we have gone backwards in our attendance performance. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This is a refinement of our 2024-2025 SY attendance team. Using the new metrics for attendance, the attendance team will target specific groupings of students and disaggregate attendance data to ensure improved attendance outcomes for key demographics. |

| **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 conduct professional development for all staff around new attendance metrics | Aug | Admin | Support staff meets with admin over the summer | |
| Disaggregate 2024-2025 school year attendance data and distribute key information to all Crew leaders so that individualized goals can be set for all students | Aug | Admin | Support staff meets with admin over the summer | |
| Conduct weekly attendance meetings with normed routines and structures which include stakeholders across multiple grade levels and key demographic areas | Sept-Oct | Admin | Weekly attendance team meeting | |
| Monitor attendance data in twenty data increments for trends, determine caseloads for students to target for additional support | Sept-Oct | Admin | Weekly attendance team meeting | |

| **PROGRESS MONITORING (AUGUST – OCTOBER)** *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 10/31/25 | Bi-weekly attendance meetings | Documented minutes, agenda of meetings | |
| 10/31/25 | Targeted subgroup percentages for chronic absenteeism monitored | Improved subgroup CA percentages | |
| 10/31/25 | CA caseloads created/updated | Log of CA caseloads shared amongst attendance team, Crew leaders | |

| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. |
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| Key Strategy 5:  Effective Attendance Team | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* <br> Brighton's attendance index for 24-25 is currently at 141.0 and last year it was 159.3 which shows that we have gone backwards in our attendance performance. |
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| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** <br> This is a refinement of our 2024-2025 SY attendance team. Using the new metrics for attendance, the attendance team will target specific groupings of students and disaggregate attendance data to ensure improved attendance outcomes for key demographics. |

| IMPLEMENTATION PLAN (NOVEMBER – DECEMBER) | | | | |
| --- | --- | --- | --- | --- |
| **Essential Action Steps** <br> (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** <br> (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct weekly attendance meetings with normed routines and structures which include stakeholders across multiple grade levels and key demographic areas | Nov-Dec | Admin | Weekly attendance team meeting | |
| Monitor attendance data in twenty data increments for trends, determine caseloads for students to target for additional support | Nov-Dec | Admin | Weekly attendance team meeting | |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) <br> *Outcome Data* | | | |
| --- | --- | --- | --- |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/31/25 | Bi-weekly attendance meetings | Documented minutes, agenda of meetings | |
| 12/31/25 | Targeted subgroup percentages for chronic absenteeism monitored | Improved subgroup CA percentages | |
| 12/31/25 | CA caseloads created/updated | Log of CA caseloads shared amongst attendance team, Crew leaders | |

| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. |
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| Key Strategy 5: Effective Attendance Team | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
|---|---|---|

| **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.* |
|---|
| Brighton's attendance index for 24-25 is currently at 141.0 and last year it was 159.3 which shows that we have gone backwards in our attendance performance. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This is a refinement of our 2024-2025 SY attendance team. Using the new metrics for attendance, the attendance team will target specific groupings of students and disaggregate attendance data to ensure improved attendance outcomes for key demographics. |

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct weekly attendance meetings with normed routines and structures which include stakeholders across multiple grade levels and key demographic areas | Jan-Mar | Admin | Weekly attendance team meeting | |
| Monitor attendance data in twenty data increments for trends, determine caseloads for students to target for additional support | Jan-Mar | Admin | Weekly attendance team meeting | |

| PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/31 | Bi-weekly attendance meetings | Documented minutes, agenda of meetings | |
| 3/31 | Targeted subgroup percentages for chronic absenteeism monitored | Improved subgroup CA percentages | |
| 3/31 | CA caseloads created/updated | Log of CA caseloads shared amongst attendance team, Crew leaders | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. |
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| Key Strategy 5:  Effective Attendance Team | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Neeves |
|---|---|---|

| **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.* |
|---|
| Brighton's attendance index for 24-25 is currently at 141.0 and last year it was 159.3 which shows that we have gone backwards in our attendance performance. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This is a refinement of our 2024-2025 SY attendance team. Using the new metrics for attendance, the attendance team will target specific groupings of students and disaggregate attendance data to ensure improved attendance outcomes for key demographics. |

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Conduct weekly attendance meetings with normed routines and structures which include stakeholders across multiple grade levels and key demographic areas | Apr-June | Admin | Weekly attendance team meeting | |
| Monitor attendance data in twenty data increments for trends, determine caseloads for students to target for additional support | Apr-June | Admin | Weekly attendance team meeting | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| 6/30 | Bi-weekly attendance meetings | Documented minutes, agenda of meetings | |
| 6/30 | Targeted subgroup percentages for chronic absenteeism monitored regularly | Improved subgroup CA percentages | |
| 6/30 | CA caseloads created/updated | Log of CA caseloads shared amongst attendance team, Crew leaders | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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**Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student's needs.

| Key Strategy 6: Social Emotional Learning | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Schwartzmeyer |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** On the Panorama survey, we scored a 36% favorable response to the question of "How well do you feel that you belong at school?" (68% with "sometimes" included)

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Our Crew curriculum has been a key part of our identity as a school for several years. For the upcoming school year, we plan to increase walkthroughs and feedback in order to continue growth in implementation and effective facilitation.

### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

| Essential Action Steps (Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment (*PD, Budget*, People, Time) | P |
|---|---|---|---|---|
| Determine Crew captains and refocus roles and responsibilities | Aug | CREW Committee | Neeves summer planning | |
| Determine CREWs for 25-26 SY | Aug | CREW Committee | Crew Captains summer planning | |
| Design schoolwide Crew curriculum map that includes (a) identified learning and HOWLS targets, (b) common Crew protocols and procedures, (c) identified Crew focus and purpose (e.g., college planning for secondary students), and (d) progress monitoring tools. | Aug-Oct | CREW Committee | Crew Captains summer planning | |
| Facilitate PD to revisit consistent norms and routines for Crew with Crew advisors | Aug | CREW Committee | Opening Days PD led by Crew Captains | |
| Facilitate Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons | Aug-Oct | CREW Committee | Simeon developing PD/Staff Crew | |
| Design and share daily Crew lessons (prepare and share necessary materials for Crew lessons) aligned to crew curriculum map | Aug-Oct | Schwartzmeyer | Schwartzmeyer, Crew lessons created and distributed | |
| Support Crew advisors with implementation of Crew on a weekly basis through lesson unpacking, providing materials, and co-facilitating | Aug-Oct | CREW Committee | Crew Captains leading walkthroughs & progress monitoring | |
| Observe and provide feedback to Crew advisors on implementation of Crew lessons on a weekly basis | Aug-Oct | Admin | Admin observe and provide feedback weekly. | |
| Lead walkthroughs to progress monitor effective implementation | Aug-Oct | CREW Committee & Admin | Admin and Crew Captains leading walkthroughs & progress monitoring | |

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

| Date | Progress Indicators | What do we hope to see? | What we saw: |
|---|---|---|---|
| Aug-Oct | Data collection of Biweekly CREW Walkthroughs | 75% of crew advisors show evidence of crew structures and use of provided curriculum | |
| Aug-Oct | Weekly observation/feedback cycle for crew advisors | Admin consistent, weekly documentation of observations & feedback | |
| Aug-Oct | Collect baseline data of students responding favorably to survey question around sense of belonging | As Crew structures improve, students will feel an increased sense of belonging in Crew and school. | |

| | | | |
|---|---|---|---|
| Aug-Oct | Increase student movement in attendance tiers as compared to 24-25 SY data | As Crew structures improve and students gain skills leading to them feeling more confident as learners and participants in the school environment, students will attend school more frequently. | |
| Aug-Oct | Decrease in student referrals as compared to 24-25 SY data | Crew advisors utilizing Work Wednesdays to conference with students on their HOWLs. | |

| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs. | | | | |
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| Key Strategy 6: Social Emotional Learning | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Schwartzmeyer | | |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**
On the Panorama survey, we scored a 36% favorable response to the question of "How well do you feel that you belong at school?" (68% with "sometimes" included)

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
Our Crew curriculum has been a key part of our identity as a school for several years. For the upcoming school year, we plan to increase walkthroughs and feedback in order to continue growth in implementation and effective facilitation.

### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

| Essential Action Steps (Begin with a verb) | Timeline | Person Responsible | Resource Alignment | P |
|---|---|---|---|---|
| Facilitate Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons | Nov-Dec | CREW Committee | Simeon developing PD/Staff Crew | |
| Design and share daily Crew lessons (prepare and share necessary materials for Crew lessons) aligned to crew curriculum map | Nov-Dec | Schwartzmeyer | Schwartzmeyer, Crew lessons created and distributed | |
| Support crew advisors with implementation of Crew on a weekly basis through lesson unpacking, providing materials, and co-facilitating | Nov-Dec | CREW Committee | Crew Captains leading walkthroughs & progress monitoring | |
| Observe and provide feedback to Crew advisors on implementation of Crew lessons on a weekly basis | Nov-Dec | Admin | Admin observe and provide feedback weekly. | |
| Lead walkthroughs to progress monitor effective implementation | Nov-Dec | CREW Committee & Admin | Admin and Crew Captains leading walkthroughs & progress monitoring | |

### PROGRESS MONITORING (NOVEMBER – DECEMBER)
#### Outcome Data

| Date | Progress Indicators | What do we hope to see? | What we saw: |
|---|---|---|---|
| Nov-Dec | Data collection of Biweekly CREW Walkthroughs | 75% of crew advisors show evidence of crew structures and use of provided curriculum | |
| Nov-Dec | Weekly observation/feedback cycle for crew advisors | Admin consistent, weekly documentation of observations & feedback | |
| Nov-Dec | 10% increase from baseline data of students responding favorably to | As Crew structures improve, students will feel an increased sense of belonging in Crew and school. | |
| Nov-Dec | Increase student movement in attendance tiers as compared to 24-25 SY data | As Crew structures improve and students gain skills leading to them feeling more confident as learners and participants in the school environment, students will attend school more frequently. | |
| Nov-Dec | Decrease in student referrals as compared to 24-25 SY data | Crew advisors utilizing Work Wednesdays to conference with students on their HOWLs. | |

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

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

| Key Strategy 6: Social Emotional Learning | SY2526 PD Plan [Brighton Academy].xlsx | School Lead: Schwartzmeyer | |
|---|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**

On the Panorama survey, we scored a 36% favorable response to the question of "How well do you feel that you belong at school?" (68% with "sometimes" included)

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

Our Crew curriculum has been a key part of our identity as a school for several years. For the upcoming school year, we plan to increase walkthroughs and feedback in order to continue growth in implementation and effective facilitation.

### IMPLEMENTATION PLAN (JANUARY – MARCH)

| Essential Action Steps (Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment | P |
|---|---|---|---|---|
| Facilitate Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons | Jan-Mar | Crew Committee | Simeon developing PD/Staff Crew | |
| Design and share daily Crew lessons (prepare and share necessary materials for crew lessons) aligned to Crew curriculum map | Jan-Mar | Schwartz | Schwartzmeyer, Crew lessons created and distributed | |
| Support Crew advisors with implementation of Crew on a weekly basis through lesson unpacking, providing materials, and co-facilitating | Jan-Mar | Crew Committee | Crew Captains leading walkthroughs & progress monitoring | |
| Observe and provide feedback to crew advisors on implementation of crew lessons on a weekly basis | Jan-Mar | Admin | Admin observe and provide feedback weekly. | |
| Lead walkthroughs to progress monitor effective implementation | Jan-Mar | Crew Committee & Admin | Admin and Crew Captains leading walkthroughs & progress monitoring | |

### PROGRESS MONITORING (JANUARY – MARCH)
#### Outcome Data

| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
|---|---|---|---|
| Jan-Mar | Data collection of Biweekly CREW Walkthroughs | 75% of crew advisors show evidence of crew structures and use of provided curriculum | |
| Jan-Mar | Weekly observation/feedback cycle for crew advisors | Admin consistent, weekly documentation of observations & feedback | |
| Jan-Mar | 20% increase from baseline data of students responding favorably to survey question around sense of belonging | As Crew structures improve, students will feel an increased sense of belonging in Crew and school. | |
| Jan-Mar | Increase student movement in attendance tiers as compared to 24-25 SY data | As Crew structures improve and students gain skills leading to them feeling more confident as learners and participants in the school environment, students will attend school more frequently. | |

| Jan-Mar | Decrease in student referrals as compared to 24-25 SY data | Crew advisors utilizing Work Wednesdays to conference with students on their HOWLs. | |
|---|---|---|---|
| **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:** Social Emotional Learning | SY2526 PD Plan [Brighton Academy].xlsx | **School Lead:** Schwartzmeyer |

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** |
|---|
| On the Panorama survey, we scored a 36% favorable response to the question of "How well do you feel that you belong at school?" (68% with "sometimes" included) |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| Our Crew curriculum has been a key part of our identity as a school for several years. For the upcoming school year, we plan to increase walkthroughs and feedback in order to continue growth in implementation and effective facilitation. |

| MPLEMENTATION PLAN (APRIL– JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time) | **P** |
| Facilitate Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons | Apr-June | CREW Committee | Simeon developing PD/Staff Crew | 🟥 |
| Design and share daily crew lessons (prepare and share necessary materials for crew lessons) aligned to crew curriculum map | Apr-June | Schwartzmeyer | Schwartzmeyer, Crew lessons created and distributed | 🟥 |
| Support crew advisors with implementation of crew on a weekly basis through lesson unpacking, providing materials, and co-facilitating. | Apr-June | CREW Committee | Crew Captains leading walkthroughs & progress monitoring | 🟥 |
| Observe and provide feedback to crew advisors on implementation of crew lessons on a weekly basis | Apr-June | Admin | Admin observe and provide feedback weekly. | 🟥 |
| Lead walkthroughs to progress monitor effective implementation | Apr-June | CREW Committee & Admin | Admin and Crew Captains leading walkthroughs & progress monitoring | 🟥 |

| PROGRESS MONITORING (APRIL – JUNE): *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we saw:** |
| Apr-June | Data collection of Biweekly CREW Walkthroughs | 75% of crew advisors show evidence of crew structures and use of provided curriculum | |
| Apr-June | Weekly observation/feedback cycle for crew advisors | Admin consistent, weekly documentation of observations & feedback | |
| Apr-June | 30% increase from baseline data of students responding favorably to | As Crew structures improve, students will feel an increased sense of belonging in Crew and school. | |
| Apr-June | Increase student movement in attendance tiers as compared to 24-25 SY data | As Crew structures improve and students gain skills leading to them feeling more confident as learners and participants in the school environment, students will attend school more frequently. | |
| April-June | Decrease in student referrals as compared to 24-25 SY data | Crew advisors utilizing Work Wednesdays to conference with students on their HOWLs. | |

| 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<br>(Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree) | 24-25 Results | 25-26 Goal | Actual Results |
|---|---|---|---|---|
| 1 | The school's SCEP was communicated to all staff members and staff members understood it. | 94% | 100% | |
| 2 | This year, the school's SLT continually focused on and monitored the school's SCEP. | 89% | 100% | |
| 3 | It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills. | 94% | 100% | |
| 4 | The school's strategies related to critical thinking and reasoning had a positive impact on student learning. | 94% | 100% | |
| 5 | It was evident that our school focused on numeracy and literacy. | 100% | 100% | |
| 6 | The school's strategies related to numeracy and literacy had a positive impact on student learning. | 100% | 100% | |
| 7 | It was evident that our school focused on students feeling a sense of belonging and daily school attendance. | 94% | 100% | |
| 8 | The school's strategies related to sense of belonging and student attendance had a positive impact. | 94% | 100% | |
| 9 | It was evident that our school attempted to align and maximize resources to serve each student's needs. | 100% | 100% | |
| 10 | The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact. | 94% | 100% | |
| | Student Survey Questions<br>(From Spring District Climate Survey) | 24-25 Results | 25-26 Goal | Actual Results |
| 1 | How often do your teachers seem excited to be teaching your class? (SC4) | 27% | 35% | |
| 2 | How often are people disrespectful to others at your school? (SC1) | 16% | 25% | |
| 3 | How often do students get into physical fights at your school? (SC2) | 36% | 45% | |
| 4 | How likely is it that someone from your school will bully you online? (SC3) | 68% | 75% | |
| 5 | How often do you worry about violence at your school? (SC4) | 51% | 60% | |
| 6 | If a student is bullied in school, how difficult is it to get help from an adult? (SC5) | 58% | 65% | |
| 7 | How much support do the adults at your school give you? (SB2) | 52% | 60% | |
| 8 | Overall, how much do you feel like you belong at your school? (SB4) | 36% | 45% | |
| 9 | How excited would you be to have your teacher again? (TSR1) | 37% | 45% | |
| 10 | How respectful is your teacher towards you? (TSR4) | 64% | 70% | |

**End Of Year Survey**

| | Family Survey Questions (From Spring Climate Survey) | 24-25 Results | 25-26 Goal | Actual Results |
|---|---|---|---|---|
| 1 | How big of a problem is the following issue with your child's current school: The school provides little information about involvement opportunities? (BE7) | NA | NA | |
| 2 | How big of a problem is the following issue with your child's current school: The School is not welcoming to students? (BE8) | NA | NA | |
| 3 | How big of a problem is the following issue with your child's current school: The school does not communicate well with people from your culture? (BE9) | NA | NA | |
| 4 | How big of a problem is the following issue with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10) | NA | NA | |
| 5 | How big of a problem is the following issue with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13) | NA | NA | |
| 6 | To what extent do you think that children enjoy going to your child's school? (SC1) | 63% | 70% | |
| 7 | How motivating are the classroom lessons at your child's school? (SC2) | 75% | 80% | |
| 8 | How well do administrators at your child's school create a school environment that helps children learn? (SC5) | 63% | 70% | |
| 9 | Overall, how much respect do you think the children at your child's school have for the staff? (SC6) | 63% | 70% | |
| 10 | Overall, how much respect do you think the teachers at your child's school have for the children? (SC7) | 75% | 80% | |

## 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 | |
| Community Schools | |
| Elementary School Looping | |
| Establish an Early Warning Intervention and Monitoring System | |

**End Of Year Survey**

| | |
|---|---|
| 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 | |
| Instructional Coaching | X |
| Middle School Flexible Scheduling | |
| Multi-Tiered System of Supports – Integrated (MTSS-I) | |
| Ongoing Job-Embedded Professional Development | |
| Principal Leadership Development | |
| Professional Learning Communities | X |
| Restorative Practices | |

Evidence-Based Intervention

## SCEP DEVELOPMENT TEAM PARTICIPATION

| Name | Role | Orientation | Envision | Analyze | Survey Data | Listen | Reflect Plan | Writing Revision |
|------|------|-------------|----------|---------|-------------|--------|--------------|------------------|
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* | | *4/10, 4/11* | *4/17* | *5/2, 5/9* |
| Peter Neeves | Principal | 4/7 | 4/22 | 4/25 | 5/1 | 5/15 | 5/30 | 6/2, 6/3 |
| Dave Ryan | Coach | 4/7 | 4/22 | 4/25 | 5/1 | 5/15 | 5/30 | 6/2, 6/3 |
| Nicole Miller | Coach | 4/7 | 4/22 | 4/25 | 5/1 | 5/15 | 5/30 | 6/2, 6/3 |
| Abdulilah Al-Dubai | Vice Principal | | | 4/25 | 5/1 | 5/15 | | |
| Krystal Coleman | Vice Principal | | 4/22 | | 5/1 | | 5/30 | |
| Rickey Gregory | Vice Principal | 4/7 | | 4/25 | 5/1 | | 5/30 | |
| Connor Dwyre | ICT | 4/7 | | | 5/1 | 5/15 | | |
| Julia King | ELA Teacher | 4/7 | | 4/25 | 5/1 | | | |
| Emily Erlendson | ELA Teacher | 4/7 | | 4/25 | | | | |
| Tina Schwartzmeyer | ENL Teacher | 4/7 | 4/22 | 4/25 | | 5/15 | 5/30 | 6/2, 6/3 |
| Janelle Wilcox | ELA AIS | | | 4/25 | 5/1 | | | |
| Jahcara Pam | Parent | 4/7 | | | 5/1 | | | 6/2 |
| Agnes Sageer | ICT | 4/7 | | | 5/1 | 5/15 | | 6/2, 6/3 |
| Latoya Wilson | Parent | | | | 5/1 | | | 6/2 |

## 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 was informative in revealing a deeper understanding of students wants and needs regarding both social interactions and academic interventions. Students were candid about areas that they appreciated as well as areas that needed fine tuning or improvement.**

**SCEP Development Team**