



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

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Huntington PK-8	Daniel Killenbec	PK-8	TSI

- ✓ **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: Climate Survey Inquiry Team**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Daniel Killenbec	Principal
2	Dr. Jerome Watts	Vice Principal
3	Emily Carpenter	Vice Principal
4	Maya Baxer	Administrative Intern
5	Christine Pawelek	Instructional Coach
6	Elana Stroman	5 <sup>th</sup> Grade Teacher, DEB Leas
7	Jennifer DeCarlo	Elementary Math Interventionist
8	Christina Adams	Kindergarten Teacher
9	Laura Crown	Music Teacher
10	Darlene Long	Elementary ELA Interventionist
11	Melissa Wilson-Owens	Program Aide (Office of Family Engagement Services)
12	Dorothea McDermott	Parent Teacher Organization President
13	James Johnson	Parent

### [2025-26 SCEP Guidance](#)

<b>Link To Your School's 2025-26 Professional Development Plan</b>	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>
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## Evidence-Based Intervention

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## Learning As A Team

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

## OVERVIEW PAGE

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

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

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

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

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	1) Establishing Systems for Accountable Talk	
		2	Claim, Evidence, & Reasoning	E
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	1) PLC: Implementing Essential Structures	E
		4	Tier I or Tier II Intervention Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Intentional Welcoming School/Class Environment	E
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)	E

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

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

Based on our NYS assessment proficiency levels of 22% for ELA and 23.6% for Math as well as our walkthrough data indicating too much teacher talk, this key strategy provides a common method of accountability within the learning community. We will continue to target teacher, and student moves that support accountability to rigorous thinking. Also, we will work to increase student engagement and decrease teacher talk.

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

Professional development and coaching cycles centered around this strategy will continue as we look to enhance our school's ability with accountable talk.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide collaborative planning time for common grade level or subject areas.	By 9/1/25	Maya Baxter	Pre-Arrival Schedule	
Integrate accountable talk strategies into our school's refined PLC structure	By 10/1/25	Maya Baxter	Pre-Arrival Schedule, PD plan, PLC structure accountability	
Establish schoolwide goals for accountable talk using walkthrough data.	By 10/1/25	Maya Baxter	PD Plan, SLT and ILT collaboration	
Communicate clear expectations for ensuring implementation of accountable talk in all our classrooms at each grade level.	By 11/1/25	Maya Baxter	Communicate through faculty meetings, ILT, and SLT	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/1/25	Teacher Collaboration Schedule	Specific time to collaborate for teachers regarding accountable talk	
By 10/31/25	Action Steps in our PD plan that target focus areas of Accountable Talk	Specific PD plan that is targeted to focus areas of Accountable Talk	
By 10/31/25	Data from beginning of the year walkthroughs	Data that our new ILT and SLT can use to support targeted PD.	

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

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<b>Key Strategy 1:</b> Accountable Talk	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Maya Baxter
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#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct walkthroughs and coaching cycles to identify focus areas for individual teachers with foundations of accountable talk	By November 30, 2025	Maya Baxter	Time within administrator and coach schedule	
Collect evidence of student work to use as evidence of impact	By November 30, 2025	Maya Baxter	PLT before student arrival time	
Prioritize collaborative planning time for teacher teams to develop and incorporate Accountable Talk into lessons	By November 30, 2025	Maya Baxter	PLT before student arrival time	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 11/30	Walkthrough data	Each teacher has established reasonable goals based AT focus areas	
By 11/30	Accountable Talk Implementation Plan by team	ILT has established a specific plan by team that uses AT moves	
By 11/30	Individual teacher target plan sheet	A document that administration and teachers are familiar with that captures focus areas	
By 11/30	A rubric created through ILT for teachers to evaluate effectiveness of Accountable Talk	50% of students are scoring 3 or 4 within the newly developed rubric	

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

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<b>Key Strategy 1: Accountable Talk</b>	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead: Maya Baxter</b>
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#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct walkthroughs to monitor teacher progress towards Accountable Talk goals	By 3/31/26	Maya Baxter	Walkthrough tool and walkthrough schedule	
Adjust SCEP and PD Plan as needed	By 3/31/26	Maya Baxter	ILT and SLT time to analyze progress	
Provide differentiated support and PD to teachers based on walkthrough data	By 3/31/26	Maya Baxter	PLT time	
Plan for and engage with teachers in the analysis of student created artifacts/student work at regularly scheduled meetings.	By 3/31/26	Maya Baxter	Schedule during morning PLT time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 2/28/26	Walkthrough data	There is a 50% increase from our baseline data of classrooms using AT moves.	
By 2/28/26	SCEP and PD Plan adjustments	Edits to the SCEP and PD plan that are specific to needs from WT data	
By 2/28/26	Meeting agendas and notes for AT support	Teachers are provided with individualized support	

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

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#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify and highlight classroom practices in which all features are consistently present	By 5/31/26	Maya Baxter	PD time and collaboration among ILT	
Support teachers to facilitate the review of data centered around AT	By 5/31/26	Maya Baxter	PLT time	
Conduct walkthroughs to monitor teacher progress towards implementation of AT goals	By 5/31/26	Maya Baxter	Walkthrough schedule	
Gather and analyze student feedback regarding AT	By 5/31/26	Maya Baxter	Schedule time with ILT to set up process for student feedback analysis	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 5/31/26	Student interview data and student form	All students are aware of AT moves and are encouraged to assist rigorous thinking	
By 5/31/26	Walkthrough data	There is a 50% increase from our previous cycle WT data with AT moves	
By 5/31/26	PD plan implementation	Targeted PD for AT has increased our achievement data in each classroom	

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

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<b>Key Strategy 2: Claim, Evidence, and Reasoning</b>	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Maya Baxter
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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.**

Through our needs assessment and teacher feedback, we identified that student response to constructed response questions continues to be an area we need to target schoolwide. We identified Claim, Evidence, Reasoning as a strategy that all teachers will implement to assist with student analytical and writing skills to enhance constructed response answers on assessments.

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

We will continue to refine this strategy and ensure that it is being taught across all contents at our school and that the strategy is linked between grade levels.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Ensure that schoolwide expectations for the implementation of CER are in place in every classroom for each teacher	By 9/15/25	Maya Baxter	PD time	
Communicate to the staff clear expectations for Accountable Talk in each classroom	By 8/30/25	Maya Baxter	PD times	
Integrate CER training and support into our PD plan	By 9/15/25	Maya Baxter	PD time	
Develop and share CER exemplars for each grade level	By 10/31/25	Christine Pawelek	Planning Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 10/31/25	Schoolwide share space	100% of teachers have accessed digital folder for each grade level that shows current CER examples	
By 9/15/25	PD plan	100% of teachers will understand foundations of CER	
By 9/30/25	Needs assessment survey	100% teachers have identified their specific needs with CER	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Determine student created artifacts to use as evidence of CER impact.	By 12/15/25	Christine Pawelek	Time	
Provide differentiated professional learning opportunities for teachers that focuses on learning outcomes for CER.	By 12/15/25	Christine Pawelek	PD time	
Identify the instructional stages of CER implementation for each teacher using a CER implementation guide.	By 12/1/25	Maya Baxter	Stages of Implementation	
Establish implementation goals and walkthrough indicators with ILT	By 11/30/25	Maya Baxter	Meeting time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 11/29/25	Guide developed regarding implementation	PD plan reflects proper level of support tailored to each teacher	
By 11/29/25	CER integrated into Walkthrough tool	CER is embedded into the walkthrough tool to collect data. Data reflects that 80% of teachers have embedded CER into their lessons.	
By 11/29/25	Implement NYS 2 point rubric to assess student CER artifacts	100% Teachers will work collaboratively to assess student artifacts using a 2 point rubric during PLT time. Students outcomes will increase 10% from NYS assessment data in Spring '25.	

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

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<b>Key Strategy 2:</b> Claim, Evidence, and Reasoning	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Maya Baxter
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We will continue to refine this strategy and ensure that it is being taught across all contents at our school and that the strategy is linked between grade levels.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze the data from CER tasks and use it to evaluate the implementation of CER strategies in all content areas.	By 1/30/26	Christine Pawelek	Scoring rubrics and data protocol	
Use the data from student CER responses to establish next steps for professional learning.	By 1/30/26	Maya Baxter	Scoring rubrics and PLT time	
Provide professional learning for teachers on CER task development.	By 1/30/26	Christine Pawelek	PD time	
Establish a regular schedule of CER tasks for essential standards that will provide data to teachers to reflect on implementation of CER.	By 1/30/26	Christine Pawelek	PD time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 2/1/26	CER rubric scores for student work	100% of students understands CER protocol and favorable response rates increase by 10% within the rubric.	
By 2/1/26	Meeting agendas and notes	100% of teachers within PLT are collaborating to create common assessments for measuring CER tasks.	
By 2/1/26	Schedule of assessment tasks by grade level and content area	100% of students are being given the opportunity to practice and self-reflect on their learning.	

#### 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.

<b>Key Strategy 2:</b> Claim, Evidence, and Reasoning	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Maya Baxter
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#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use NYS Test Prep time to practice CER with previous years' constructed response questions.	By 4/15/26	Christine Pawelek	Assessment Questions, planning time, in-class time	
Evaluate the implementation of CER throughout the year to improve for next year.	By 6/1/26	Maya Baxter	Self-reflection form, ILT time	
Continue to provide on-going and individualized support to teachers still working with implementation.	By 5/1/26	Maya Baxter	PD time	
Continue to use walkthrough tools and CER rubrics to measure growth and implementation.	By 6/1/26	Maya Baxter	Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 5/1/26	Meeting agendas and notes	Teachers have self-reflecting and identified areas of growth	
By 5/1/26	CER implementation rubric	All teachers have moved beyond the initial implementation stages	
By 5/1/26	Walkthrough data	All teachers have implemented the strategy	

#### 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: Implementing Essential Structures

[SY2526 PD Plan](#)  
[\[Huntington\].xlsx](#)

**School Lead:**  
Dan Killenbec

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Based on NYS assessment data, 22% of students were proficient in ELA and 23.6% of students were proficient in Math. PLC is critical for teacher communication, resource sharing, and development of our teachers so they can meet the needs of student population and increase student proficiency in Math and ELA. Professional learning communities have been identified as a district priority.

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

Teachers will start the year in mandated PLC that meet 3 times a week. PLC will focus on student learning and our building and District commitments.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a guiding coalition that will work on the implementation phase of PLT.	By 9/15/25	Killenbec	People and Time	
Assign all teachers to a collaborative team and time has been established for teachers to meet	By 9/15/25	Pawelek	Time	
Develop a foundation that includes written norms, expectations, and commitments.	BY 9/15/25	Killenbec	Time and People	
Establish and communicate our essential learning standards for each content area and grade band	By 9/30/25	Killenbec	PLT time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/15/25	Establishment of guiding coalition	Team established that consists of employees from each department and grade band that analyzes achievement and sets academic policy	
By 9/15/25	Huntington Staff Handbook	PLT norms are published within the staff handbook so 100% of staff are clear with norms.	
By 9/30/25	Teacher goal sheet	100% of teachers have a goal sheet that reflects essential learning standards for each content and grade band.	

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

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

<b>Key Strategy 3:</b> PLC: Implementing Essential Structures	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dan Killenbec
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Essential Action Steps</b> (Begin with a verb)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b> (PD, Budget, People, Time, etc.)	<b>P</b>
Unpack essential learning standards for each content and grade level	By 11/30/25	Chris Pawelek	PLT Time	
Identify learning targets, level of rigor, academic vocabulary, and content, and skills to reinforce for each essential standard	By 11/30/25	Dan Killenbec	PLT Time	
Prioritize standards for implementation by each grade level and content	By 12/30/25	Dan Killenbec	PLT Time	
Create a formative assessment to monitor implementation	By 12/30/25	Dan Killenbec	PLT Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b> <i>Outcome Data</i>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By 12/30/25	PLT walkthroughs	100% of teachers are unpacking essential standards by grade level and prioritizing standards to assess in class.	
By 12/30/25	Submission of priority standards	100% of teachers have submitted in writing the standards they will be working with to their grade level administrator.	
By 12/30/25	Evidence of formative assessments	50% of teachers have developed a formative assessment tied to the priority standards they are working with as evidenced through walkthroughs	

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

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#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use assessment results discussed in PLCs to improve individual practice and ultimately improve student learning	By 3/31	Dan Killenbec	PLT Time	
Work independently to achieve common, established student centered goals.	By 3/31	Dan Killenbec	PLT Time	
Monitor student learning through ongoing assessment linked to standards discussed in PLC	By 3/31	Dan Killenbec	PLT Time	
Plan interventions based on assessment results discussed in PLT	By 3/31	Dan Killenbec	PLT Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Teacher plans	100% of teachers are working with results from formative assessments to develop targeted interventions as evidence in lesson plans	
By 3/31	Walkthroughs	100% of teachers are engaged in PLT work where they are analyzing formative assessment data and achieving student centered goals.	
By 3/31	Student artifacts	100% of teachers are analyzing student artifacts during PLT time that correlate to essential standards.	

#### 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.

<b>Key Strategy 3:</b> PLC: Implementing Essential Structures	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dan Killenbec
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.***

Based on NYS assessment data, 22% of students were proficient in ELA and 23.6% of students were proficient in Math. PLC is critical for teacher communication, resource sharing, and development of our teachers so they can meet the needs of student population and increase student proficiency in Math and ELA. Professional learning communities have been identified as a district priority.

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

Teachers will start the year in mandated PLC that meet 3 times a week. PLC will focus on student learning and our building and District commitments.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Evaluate our PLC process using a teacher survey	By 6/1	Dan Killenbec	PLT time, survey	
Continue to work in collaborative groups to achieve goals established by students and teachers	By 6/1	Dan Killenbec	PLT time	
Create goals for the following school year based on feedback and results from this school year	By 6/1	Dan Killenbec	PLT tune	
Revise the implementation of PLC for the upcoming school year based on survey results	By 6/1	Dan Killenbec	PLT time, survey	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 5/1	SCEP for SY 26-27	Plan that continues past implementation of PLC process	
By 6/1	SCEP Planning for SY 25-26	Continuation of enhanced PLC process routed in effective collaboration	
By 6/1	Walkthroughs	Collaborative teams following norms improving student achievement	

#### 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.

<b>Key Strategy 4:</b> Tier 1 and Tier 2 Intervention Process	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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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.**  
 22.5% of students were proficient in ELA in SY '22-'23 compared 22% efficient in '23-'24 which was a slight reduction. 21.5% of students were proficient in '22-'23 compared to 23.6% in '23-'24 which was a slight increase. To increase proficiency rates, Tier 1 and Tier 2 instruction needs to be prioritized and refined building wide.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We will continue to build upon our growth this past school year with this commitment by expanding specific training and collaboration opportunities for teachers to refine their practices. Most importantly, there will be an emphasis and data collection, analysis, and informed decision making.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze Spring '25 data and Fall '25 NWEA data	By 9/30/25	Emily Carpenter	PD time	
Develop teacher support based on test analysis	By 9/30/25	Emily Carpenter	ILT meeting time	
Develop and implement walkthrough tool that monitors Tier 1 mandated curriculum	By 9/30/25	Emily Carpenter	ILT meeting time	
Define and implement targeted small groups for Tier 2 interventions.	By 9/30/25	Emily Carpenter	PLC time	

PROGRESS MONITORING (AUGUST – OCTOBER) Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/15/25	Walkthrough Tool	100% of teachers are implementing mandated Tier 1 curriculum as evidenced on walkthrough tool	
By 9/15/25	PD Plan	100% of teachers are participating in professional development that is tailored to needs from assessment data.	
By 9/15/25	Data Protocol	100% of teachers are participating in PLT centered data analysis from previous assessments.	
By 9/15/25	Lesson Plans	100% of teachers are using data to implement small group instruction based on student need.	

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



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

<b>Key Strategy 4:</b> Tier 1 and Tier 2 Intervention Process	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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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.**  
 22.5% of students were proficient in ELA in SY '22-'23 compared 22% efficient in '23-'24 which was a slight reduction. 21.5% of students were proficient in '22-'23 compared to 23.6% in '23-'24 which was a slight increase. To increase proficiency rates, Tier 1 and Tier 2 instruction needs to be prioritized and refined building wide.

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 We will continue to build upon our growth this past school year with this commitment by expanding specific training and collaboration opportunities for teachers to refine their practices. Most importantly, there will be an emphasis and data collection, analysis, and informed decision making.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a schedule with time for interventionists and classroom teachers to meet and share progress monitoring data.	By 12/1/25	Emily Carpenter	PLT time	
Provide differentiated PD and support for teachers so they can implement effective strategies to promote student achievement.	By 12/1/25	Emily Carpenter	PD time	
Establish a system and schedule to monitor student learning and progress with Tier 1 and Tier 2 instruction	By 12/1/25	Emily Carpenter	PLT time	

PROGRESS MONITORING (NOVEMBER – DECEMBER) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/1/25	PD Schedule	Specific professional development is created based on student and teacher need where 100% of teachers participate.	
By 12/1/25	PLT Schedule	All Interventionists and classroom teachers are scheduled to collaborate together weekly.	
By 12//1/25	Lesson plans	100% of teachers are teaching the tier 1 curriculum and using tier 2 time to differentiate instruction.	

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.

<b>Key Strategy 4:</b> Tier 1 and Tier 2 Intervention Process	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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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.**

22.5% of students were proficient in ELA in SY '22-'23 compared 22% efficient in '23-'24 which was a slight reduction. 21.5% of students were proficient in '22-'23 compared to 23.6% in '23-'24 which was a slight increase. To increase proficiency rates, Tier 1 and Tier 2 instruction needs to be prioritized and refined building wide.

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

We will continue to build upon our growth this past school year with this commitment by expanding specific training and collaboration opportunities for teachers to refine their practices. Most importantly, there will be an emphasis and data collection, analysis, and informed decision making.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide differentiated PD and support for teachers so they can implement effective research-based routines	By 2/28/26	Christine Pawelek	PD Time	
Analyze winter assessment benchmarks and progress monitoring data using our new school data protocol to identify students' progress towards essential outcomes.	By 2/28/26	Christine Pawelek	PLT Time	
Implement targeted small groups that meet the needs of students based on assessment data.	By 2/28/26	Christine Pawelek	PLT Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/26	Tier 2 Lesson Plans	100% of teachers are planning and implementing tier 2 instruction that is appropriate to their students' needs based on PD and assessment data.	
2/28/26	PD Calendar	All PD is intentionally planned in conjunction with District resources. 100% of teachers are participating in this PD depending on teacher and student need.	
2/28/26	Data Meeting Schedule and Meeting Agendas	100% of teachers will engage in quarterly data meetings.	

#### 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.

<b>Key Strategy 4:</b> Tier 1 and Tier 2 Intervention Practices	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Unpack curriculum units with teachers so they can plan using information they have gathered throughout the year	By 6/1/26	Christine Pawelek	PLC Time	
Provide differentiated support to teachers based on building walkthroughs	By 6/1/26	Christine Pawelek	PD Time	
Plan instructional rounds for teacher teams to observe best practices	By 6/1/26	Christine Pawelek	PD Time	
Use Spring assessment data to evaluate effectiveness of Tier 1 and Tier 2 instructional practices used throughout the year	By 6/25/26	Christine Pawelek	Data Protocol and PD Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/1/26	PD Calendar	100% of professional development is intentionally planned based on student and teacher need	
By 6/1/26	ILT Meeting Agendas	ILT provided a check to ensure teachers deployed effective strategies from PD based off of data.	
By 6/1/26	EOY Benchmark Data	Benchmark data has improved at every grade level based on prioritizing Tier 1 and Tier 2 intervention process.	

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

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

<b>Key Strategy 5:</b> Intentional Welcoming School/Class Environment	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dr. Jerome Watts
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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 survey data showed that students wanted deeper relationships with their teachers (particularly in grades 6-8). Student survey data has continued to show that students want to ensure their teachers care about them at Huntington. This contributes to the need for a more intentional welcoming environment. Specifically, students in grades 3-5 reported that 75% that they feel like they belong at school, while 45% of students in grades 6-8 responded that they feel like they belong at school.

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

Our Discipline and School Climate Team will continue to meet monthly to increase favorable Panorama survey results by analyzing trends and making informed decisions using behavior, attendance, and walkthrough data.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement CREW structures through professional development in grades 6-8	By 9/15/25	Dr. Jerome Watts	Space, Time	
Implement PAX structures through professional development	By 9/15/25	Dr. Jerome Watts	Classroom matrix, PD, Time	
Create daily announcements that will share SEL tips that are related to the monthly SEL focus.	By 9/1/25	Dr. Jerome Watts	Time	
Conduct walkthroughs to gather baseline data on PAX and CREW rollout	By 9/30/25	Dr. Jerome Watts	Space, Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/30/25	Daily Announcement monitoring	At least 1 SEL tip and the monthly SEL focus will be shared every morning during announcements	
By 9/30/25	Walkthroughs	100% of 6-8 teachers are implementing crew curriculum, 100% of elementary teachers are using morning meeting time effectively and implementing PAX structures.	
By 9/30/25	PD Plan	100% of teachers have been trained in effective strategies for CREW and PAX rollout.	

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

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

<b>Key Strategy 5:</b> Intentional Welcoming School/Class Environment	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dr. Jerome Watts
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Our Discipline and School Climate Team will continue to meet monthly to increase favorable Panorama survey results by analyzing trends and making informed decisions using behavior, attendance, and walkthrough data.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Promote Student PAX system throughout elementary grade levels	By 12/30/25	Dr. Jerome Watts	Display TVs, bulletin boards	
Conduct classroom walkthroughs with welcoming environment component	By 12/30/25	Dr. Jerome Watts	Walkthrough tool	
Provide additional PD to teachers centered on PAX and CREW	By 12/30/25	Dr. Jerome Watts	PD plan, time	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/30/25	Pax Data	A 10% increase at every grade level with PAX statistics including tootles and spleems.	
By 12/30/25	Walkthroughs	100% of teachers using foundations of PAX within their teaching 100% of 6-8 teachers are implement foundations of CREW.	
By 12/30/25	Grade level plans for weekly SEL focus	100% of teachers are prioritizing allotted SEL time.	

#### 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.

<b>Key Strategy 5:</b> Intentional Welcoming School/Class Environment	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dr. Jerome Watts
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Our Discipline and School Climate Team will continue to meet monthly to increase favorable Panorama survey results by analyzing trends and making informed decisions using behavior, attendance, and walkthrough data.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue specific professional development based off CREW walkthroughs	By 3/28/26	Dr. Jerome Watts	PD Time	
Continue to promote PAX Tootles in all elementary grade levels	By 3/28/26	Dr. Jerome Watts	PAX Tootles	
Conduct walkthroughs centered around PAX and CREW	By 3/28/26	Dr. Jerome Watts	Walkthrough Tool, Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/28/26	Walkthrough Data	100% of classrooms at 6-8 level fully implementing CREW and 100% of classrooms at Elementary level using PAX	
By 3/28/26	Monthly PD Agenda	All Teachers receive professional development based off walkthrough data collected on PAX and Crew	
By 3/28/26	PAX/Crew Display	All bulletin boards and TVs display positive affirmations and growth data based on CREW and PAX walkthroughs	

#### 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.

<b>Key Strategy 5:</b> Intentional Welcoming School/Class Environment	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Dr. Jerome Watts
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Our survey data showed that students wanted deeper relationships with their teachers (particularly in grades 6-8). Student survey data has continued to show that students want to ensure their teachers care about them at Huntington. This contributes to the need for a more intentional welcoming environment. Specifically, students in grades 3-5 reported that 75% that they feel like they belong at school, while 45% of students in grades 6-8 responded that they feel like they belong at school.

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

Our Discipline and School Climate Team will continue to meet monthly to increase favorable Panorama survey results by analyzing trends and making informed decisions using behavior, attendance, and walkthrough data.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Plan an EOY celebration at each grade level linked to PBIS to highlight classroom and student growth	By 6/1/26	Dr. Jerome Watts	PBIS budget, Time, Calendar of Events	
Conduct walkthroughs to collect PAX and CREW data	By 6/1/26	Dr. Jerome Watts	Walkthrough Tool, Time	
Survey teachers to solicit information on implementation of PAX and CREW strategies so future PD can be established	By 6/1/26	Dr. Jerome Watts	Walkthrough Tool, PD Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/1/26	Walkthrough Data	100% of 6-8 classrooms are using CREW curriculum and 100% of classrooms using PAX grades K-5	
By 6/1/26	Survey	100% of teachers have provided feedback within survey regarding implementation of new strategies.	
By 6/1/26	School Calendar	Each grade level team has planned an EOY celebration to highlight success	

#### 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.

<b>Key Strategy 6:</b> Multi-Tiered System of Supports (MTSS)	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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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.**

Through analyzing behavior, attendance, and academic data we have noticed minimal change from last school year. Our needs assessment showed that in SY '23-'24 we had an attendance index of 155.8 and 342 discipline referrals while in SY '24-'25 we had an attendance index of 160.8 and 346 discipline referrals. Our ELA proficiency in SY '22- '23 was 22.5% while our ELA proficiency data in '23-'24 was 22%.

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

Moving forward, we will continue to prioritize regularly scheduled grade level, School Discipline/Climate, and attendance team meetings to monitor Tier 1 for SIT identification.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish a school equity and climate team that will meet monthly to review Tier 1 data	By 9/15/25	Emily Carpenter	Schedule, Time	
Professional Development for staff on MTSS process	By 9/30/25	Emily Carpenter	Time	
Ensure there is a foundation for SIT that includes meeting dates, roster, minutes, and locations	By 9/30/25	Emily Carpenter	Schedule, Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/1/25	Fully staffed school equity and climate team	School equity and climate team staffed that includes administrator, DEB lead, special education teacher, ENL teacher, elementary teacher, middle level teacher, social worker, and guidance counselor.	
By 9/30/25	Professional Development for SIT process	100% staff participation at SIT process professional development	
By 9/30/25	Update staff handbook and school calendar	Ensure that SIT meeting locations, times, dates, roster, and meeting minutes template is published	

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



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

<b>Key Strategy 6:</b> Multi-Tiered Systems of Supports	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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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.**

Through analyzing behavior, attendance, and academic data we have noticed minimal change from last school year. Our needs assessment showed that in SY '23-'24 we had an attendance index of 155.8 and 342 discipline referrals while in SY '24-'25 we had an attendance index of 160.8 and 346 discipline referrals. Our ELA proficiency in SY '22-'23 was 22.5% while our ELA proficiency data in '23-'24 was 22%.

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

Moving forward, we will continue to prioritize regularly scheduled grade level, School Discipline/Climate, and attendance team meetings to monitor Tier 1 for SIT identification.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct SIT meetings and School Equity/Climate Meetings	By 11/30/25	Emily Carpenter	Meeting Time	
Share schoolwide data with faculty at quarterly data meeting	By 11/30/25	Emily Carpenter	Faculty meeting time, data report	
Celebrate student success with behavior, attendance, and grade level assemblies	By 11/30/25	Emily Carpenter	Time, data report, meeting time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/1	Meeting Agendas/Minutes	100% of staff assigned to meeting SIT and School Equity/Climate are present and actively participating in SIT and School Equity/Climate Meetings template	
By 12/1	Schoolwide Staff Meeting	100% of staff are present and informed of MTSS progress with data meeting	
By 12/1	Student Assemblies	All grade levels participate in a grade level assembly to celebrate behavior, attendance, and grade progress.	

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

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

<b>Key Strategy 6:</b> Multi-Tiered Systems of Supports	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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Moving forward, we will continue to prioritize regularly scheduled grade level, School Discipline/Climate, and attendance team meetings to monitor Tier 1 for SIT identification.

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 use school committees (attendance, School Equity and Climate, and SLT) to monitor Tier 1 practices.	By 3/30/26	Emily Carpenter	Meeting time, walkthrough data	
Continue to use walkthroughs to monitor Tier 1 instruction and identify areas in need of support.	By 3/30/26	Emily Carpenter	Walkthrough tool	
Analyze benchmark data in PLCs to identify areas of Tier 1 and Tier 2 instruction that need improvement.	By 3/30/26	Emily Carpenter	PD differentiated by teacher need	
Conduct professional development based off analysis from walkthroughs	By 3/30/26	Emily Carpenter	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/30/25	SIT Agenda	100% of the students referred to by the teacher teams are given support through the SIT process.	
By 3/30/25	School Calendar	Grade level celebrations are scheduled and occurring quarterly.	
By 3/30/25	Meeting Agendas	Teams are meeting to analyze our BAG data and planning next steps.	

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

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

<b>Key Strategy 6:</b> Multi-Tiered Systems of Supports	<a href="#">SY2526 PD Plan [Huntington].xlsx</a>	<b>School Lead:</b> Emily Carpenter
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Through analyzing behavior, attendance, and academic data we have noticed minimal change from last school year. Our needs assessment showed that in SY '23-'24 we had an attendance index of 155.8 and 342 discipline referrals while in SY '24-'25 we had an attendance index of 160.8 and 346 discipline referrals. Our ELA proficiency in SY '22-'23 was 22.5% while our ELA proficiency data in '23-'24 was 22%.

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

Moving forward, we will continue to prioritize regularly scheduled grade level, School Discipline/Climate, and attendance team meetings to monitor Tier 1 for SIT identification.

#### IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Revise MTSS plan for the 26-27 SY based on feedback and schoolwide data	By 6/1/26	Emily Carpenter		
Continue to use our walkthrough tool to monitor Tier 1 instruction and identify areas in need of support	By 6/1/26	Emily Carpenter		
Continue to use school committees and team meeting time to monitor Tier 1 practices	By 6/1/26	Emily Carpenter		
Gather feedback from all stakeholders on the effectiveness of MTSS plan throughout school year.	By 6/1/26	Emily Carpenter		

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/1	Meeting agendas	100% of teams are meeting to analyze our BAG data and planning next steps.	
By 6/1	Walkthrough data	100% of teachers are following the outline MTSS process	
By 6/1	Data Meetings	There is a reduction of suspensions and referrals at each grade level	

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

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## END OF YEAR SURVEY

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

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	79%	85%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	59%	70%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	59%	70%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	48%	60%	
5	It was evident that our school focused on numeracy and literacy.	62%	70%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	55%	65%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	62%	70%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	48%	60%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	66%	80%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	55%	65%	

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	3-5 57% 6-8 24%	3-5 65% 6-8 33%	
2	How often are people disrespectful to others at your school? (SC1)	3-5 24% 6-8 19%	3-5 15% 6-8 10%	
3	How often do students get into physical fights at your school? (SC2)	3-5 60% 6-8 14%	3-5 50% 6-8 10%	
4	How likely is it that someone from your school will bully you online? (SC3)	3-5 72% 6-8 63%	3-5 60% 6-8 55%	
5	How often do you worry about violence at your school? (SC4)	3-5 54% 6-8 49%	3-5 45% 6-8 40%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	3-5 65% 6-8 56%	3-5 75% 6-8 65%	
7	How much support do the adults at your school give you? (SB2)	3-5 70% 6-8 44%	3-5 80% 6-8 55%	
8	Overall, how much do you feel like you belong at your school? (SB4)	3-5 65% 6-8 36%	3-5 75% 6-8 45%	
9	How excited would you be to have your teacher again? (TSR1)	3-5 71% 6-8 39%	3-5 80% 6-8 50%	
10	How respectful is your teacher towards you? (TSR4)	3-5 79% 6-8 65%	3-5 90% 6-8 75%	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	54%	60%	
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)	51%	60%	
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)	50%	55%	
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)	54%	60%	
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)	55%	60%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	48%	60%	
7	How motivating are the classroom lessons at your child's school? (SC2)	38%	50%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	46%	60%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	46%	60%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	54%	60%	

## EVIDENCE-BASED INTERVENTION

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

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

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

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Dan Killenbec	Principal	X	X	X	X	X	X	X
Dr. Jerome Watts	Vice Principal	X	X	X	X		X	X
Emily Carpenter	Vice Principal	X	X	X	X		X	X
Maya Baxter	Administrative Intern	X	X	X	X		X	X
Christine Pawelek	Instructional Coach	X	X	X	X	X	X	X
Elana Stroman	5 <sup>th</sup> Grade Teacher, Diversity, Equity, and Belonging Lead	X	X	X	X		X	X
Jennifer DeCarlo	Elementary Math Interventionist	X	X	X	X		X	X
Christina Adams	Kindergarten Teacher	X	X	X	X		X	X
Laura Crown	Music Teacher	X	X	X	X		X	X
Darlene Long	Elementary ELA Interventionist	X	X	X	X		X	X
Melissa Wilson-Owens	Program Aide (Family Engagement)	X	X	X	X		X	X
Dorothea McDermott	PTO President	X	X	X	X		X	X
James Johnson	Parent	X	X	X	X		X	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 interview and survey process helped us make informed decisions rooted in the best interests of our school community. Students were able to provide unique insight that we were able to capture within the plan. Students were particularly vocal about the school climate and welcoming classroom school environment ideas. Their insight was critical in developing this year's plan.**

### *Schools in the ATSI and TSI model only*

### Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

**The strategies outlined in our plan specifically target our subgroups that have been identified. This year's plan centers around individualized supports and a welcoming environment which can empower and equip students within our identified subgroups to do their personal best.**