



2024-25 School Comprehensive Education Plan (SCEP)

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

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

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Dana Vendetti Cole	Principal
2	Nick Salibrici	Instructional Coach
3	Elaine Fay Burt	AVID Instructional Coach
4	Jaime Commisso	Vice Principal
5	Amanda Mahle	Teacher
6	Gabriella Pascarella	Social Worker
7	Melanie Pelcher	Teacher
8	Lia Reistrom	Teacher/SLT Member
9	Kate Rood	Teacher
10	Alana Hirt	Teacher
11	Annie Smith	Teacher/SLT Member
12	Leah Drazek	Counselor
13	Mindy McCarthy	Teacher/STA Chief Union Rep
14	Kim Goldman	Social Worker/SLT Member
15	Jason Hitzfield	Counselor
16	Meghan Vitale	Parent/SLT Member
17	Raymond Miller	Parent/SLT Member
18	Luca Diaz-Perez	Student/Student Council President
19	Jaydon McClinton	Student/Student Council Vice President

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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; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
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 8)

Directions: Use the school's needs assessment results to identify **two** strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is "new" – "expanded" – "refined."

	Commitment	Key Strategies		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	Accountable Talk	E
		2	School Customized AVID Instructional Strategies	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.	1	Effective PLC Implementation	E
		2	Formative Assessment Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	School Customized Academy Structure	N
		2	Promoting Student Voice & Student Leadership	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Multi-Tiered System of Supports (MTSS)	E
		2	School Customized College & Career Center Programming 9-12	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.

Key Strategy 1: Accountable Talk

School Lead: Vendetti, Burt, Salibrici

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

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

The school will expand on this strategy by focusing on accountable talk moves to promote engagement and ownership of their learning. These moves will ensure purposeful and productive discussion, ownership over content and accurate knowledge, and rigorous thinking during instruction.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Teachers will participate in a one-hour PD on Accountable Talk during opening days.	Salibrici	PLC, PD, grade-level, and department meetings	
10/30/24	Teachers will discuss and share progress and examples of Accountable Talk moves during PLCs.	Salibrici	PLC, PD, grade-level, and department meetings	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/15/24	Walkthrough data will provide evidence of implementation of Accountable Talk moves.	75% of teachers using Accountable Talk moves.	
10/30/24	PLC documentation will reflect teachers’ progress and use of Accountable Talk moves.	At least 2x per month, PLCs will collaborate, share, and document their progress.	

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

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

Key Strategy 1: Accountable Talk	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will expand on this strategy by focusing on accountable talk moves to promote engagement and ownership of their learning. These moves will ensure purposeful and productive discussion, ownership over content and accurate knowledge, and rigorous thinking during instruction.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24	PLCs will be provided with continuous embedded PD on Accountable talk moves which support all students including SPED and ENL.	Salibrici	PLC, PD, grade-level, and department meetings	
12/1/24	During PLCs teachers will continue to document, discuss, and share examples of Accountable Talk moves.	Salibrici	PLC, PD, grade-level, and department meetings	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Walkthrough data will provide evidence of implementation of Accountable Talk moves.	85% of teachers using Accountable Talk moves.	
12/31/24	PLC documentation will reflect teachers’ progress and use of Accountable Talk moves.	At least 2x per month, PLCs will collaborate, share, and document their progress.	

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

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

Key Strategy 1: Accountable Talk	School Lead: Vendetti, Salibrici, Burt
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 The school will expand on this strategy by focusing on accountable talk moves to promote engagement and ownership of their learning. These moves will ensure purposeful and productive discussion, ownership over content and accurate knowledge, and rigorous thinking during instruction.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/1/25	PLCs will be provided with continuous embedded PD on Accountable talk moves which support all students including SPED and ENL.	Salibrici	PLC, PD, grade-level, and department meetings	
3/1/25	During PLCs teachers will continue to document, discuss and share examples of Accountable Talk moves.	Salibrici	PLC, PD, grade-level, and department meetings	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Walkthrough data will provide evidence of implementation of Accountable Talk moves.	100% of teachers using Accountable Talk moves.	
3/31/25	PLC documentation will reflect teachers' progress and use of Accountable Talk moves.	At least 2x per month, PLCs will collaborate, share, and document their progress.	

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

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

Key Strategy 1: Accountable Talk	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 The school will expand on this strategy by focusing on accountable talk moves to promote engagement and ownership of their learning. These moves will ensure purposeful and productive discussion, ownership over content and accurate knowledge, and rigorous thinking during instruction.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/15/25	PLCs will be provided with continuous embedded PD on Accountable talk moves which support all students including SPED and ENL.	Salibrici	PLC, PD, grade-level, and department meetings	
6/15/25	During PLCs teachers will continue to document, discuss and share examples of Accountable Talk moves.	Salibrici	PLC, PD, grade-level, and department meetings	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Walkthrough data will provide evidence of implementation of Accountable Talk moves.	100% of teachers are using Accountable Talk moves.	
6/20/25	PLC documentation will continue to reflect teachers’ progress and use	At least 2x per month, PLCs will continue to collaborate, share and	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 2: AVID Instructional Strategies	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Henninger is an identified AVID school, and we will use content- specific AVID strategies that align to the skills taught in each content area.

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 expand on this strategy during PLCs by providing examples of AVID strategies and sharing evidence of student achievement.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Provide embedded AVID content-specific strategies with a focus on ENL and SPED during PLCs 1x per month.	Burt	PLC, PD, grade-level, and department meetings	
10/31/24	Collect walkthrough data that reflects the implementation of content-specific AVID strategies.	Vendetti, Burt, Salibrici	PLC, PD, grade-level, and department meetings	
10/31/24	During PLCs, teachers will document, discuss and share their progress with AVID strategies and provide evidence of student achievement.	Burt	PLCs and PD opportunities	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/24	Walkthrough data will show evidence of implementation of AVID strategies	75% of teachers using AVID strategies	
10/31/24	PLC documentation of provided PD and evidence from teachers	Teacher evidence is reflected in PLC documentation 1x per month	

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

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

Key Strategy 2: AVID Instructional Strategies	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Henninger is an identified AVID school, and we will use content- specific AVID strategies that align to the skills taught in those content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will expand on this strategy during PLCs by providing examples of AVID strategies and sharing evidence of student achievement.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Continue to provide embedded AVID content-specific strategies with a focus on ENL and SPED during PLCs 1x per month.	Burt	PLC, PD, grade-level, and department meetings	
12/31/24	Collect walkthrough data that reflects the implementation of content-specific AVID strategies.	Burt	PLC, PD, grade-level, and department meetings	
12/31/24	During PLCs, teachers will document, discuss and share their progress with AVID strategies and provide evidence of student achievement.	Vendetti, Burt, Salibrici	PLCs and PD opportunities	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Walkthrough data will show evidence of implementation of AVID strategies	85% of teachers using AVID strategies	
12/31/24	PLC documentation of provided PD and evidence from teachers	Teacher evidence is reflected in PLC documentation 1x per month	

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

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

Key Strategy 2: AVID Instructional Strategies	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Henninger is an identified AVID school, and we will use content- specific AVID strategies that align to the skills taught in those content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will expand on this strategy during PLCs by providing examples of AVID strategies and sharing evidence of student achievement.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Continue to provide embedded AVID content-specific strategies with a focus on ENL and SPED during PLCs 1x per month.	Burt	PLC, PD, grade-level, and department meetings	
3/31/25	Collect walkthrough data that reflects the implementation of content-specific AVID strategies.	Burt	PLC, PD, grade-level, and department meetings	
3/31/25	During PLCs, teachers will document, discuss and share their progress with AVID strategies and provide evidence of student achievement.	Burt, Salibrici	PLCs and PD opportunities	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Walkthrough data will show evidence of implementation of AVID strategies	100% of teachers using AVID strategies in their instruction	
3/31/25	Continued PLC documentation of provided PD and evidence from teachers	Teacher evidence is reflected in PLC documentation 1x per month	

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.

Key Strategy 2: AVID Instructional Strategies	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Henninger is an identified AVID school, and we will use content- specific AVID strategies that align to the skills taught in those content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will expand on this strategy during PLCs by providing examples of AVID strategies and sharing evidence of student achievement.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Continue to provide embedded AVID content-specific strategies with a focus on ENL and SPED that supports Regents review during PLCs 1x per month.	Vendetti, Burt, Salibrici	PLC, PD, grade-level, and department meetings	
6/15/25	Collect walkthrough data for the end of the year that reflects the implementation of content-specific AVID strategies used for Regents review	Vendetti, Burt, Salibrici	PLC, PD, grade-level, and department meetings	
6/15/25	During PLCs, teachers will document, discuss and share their progress with AVID strategies and provide evidence of student achievement.	Vendetti, Burt, Salibrici	PLCs and PD opportunities	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Walkthrough data will show evidence of implementation of AVID strategies	100% of teachers using AVID strategies to support Regents review and other formative assessments	
6/15/25	Continued PLC documentation of provided PD and evidence from teachers	Teacher evidence of AVID strategies that support Regents readiness is reflected in PLC documentation 1x per month	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 1: Effective PLC Implementation

School Lead: Vendetti, Burt, Salibrici

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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 expand our PLC model by ensuring a collective commitment to increasing and supporting overall student performance data on NYS Regents exams and supporting students’ needs through the monitoring of BAG data.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Teachers will engage in PLC PD where commitments and structure (norms) are established.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
10/31/24	Teachers will be introduced to identifying and analyzing content standards and how they appear on NYS Regents exams.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
10/31/24	Provide teachers with monthly student BAG data to monitor student needs and document phone calls.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Collective commitments are established and documented within PLCs.	100% of PLCs have a structure of norms and commitments for their meetings.	
10/31/24	All teachers will engage in the process of identifying and analyzing standards and how they align to Regents exams.	100% of teachers engage in the identification, analysis, and documentation of standards in PLCs.	
10/31/24	Teachers analyze BAG data and make phone calls.	100% of teachers document and submit phone call logs.	

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

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

Key Strategy 1: Effective PLC Implementation	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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 expand our PLC model by ensuring a collective commitment to increasing and supporting overall student performance data on NYS Regents exams and supporting students’ needs through the monitoring of BAG data.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Teachers will continue to attend PLCs and follow the established structure and commitments.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
12/31/24	Teachers use identified Regents standards in their classroom instruction.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
12/31/24	Teachers continue to monitor student BAG data and conduct phone calls.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Teachers continue attending PLCs and documenting minutes	100% attendance in PLCs as documented within the minutes	
12/31/24	Walkthrough data and documentation of instructional evidence of standards during PLCs	75% of teachers are using standards-aligned instruction and documenting evidence during PLCs	
12/31/24	Phone logs are kept and documented in PLC minutes	100% of teachers are making phone calls, keeping logs, and documenting in SchoolTool	

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

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

Key Strategy 1: Effective PLC Implementation

School Lead: Vendetti, Burt, Salibrici

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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 expand our PLC model by ensuring a collective commitment to increasing and supporting overall student performance data on NYS Regents exams and supporting students' needs through the monitoring of BAG data.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/15/25	Teachers will continue to attend PLCs and follow the established structure and commitments.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
3/15/25	Teachers use identified Regents standards in their classroom instruction.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
3/15/25	Teachers continue to monitor student BAG data and conduct phone calls.	Vendetti, Burt, Salibrici,	PLCs, PDs, Solution Tree PD, ENL/SPED PD	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Teachers continue attending PLCs and documenting minutes	100% attendance in PLCs as documented within the minutes	
3/31/25	Walkthrough data and documentation of instructional evidence of standards during PLCs	85% of teachers are using standards-aligned instruction and documenting evidence during PLCs	
3/31/25	Phone logs are kept and documented in PLC minutes	100% of teachers are making phone calls, keeping logs, and documenting in SchoolTool	

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

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

Key Strategy 1: Effective PLC Implementation

School Lead: Vendetti, Burt, Salibrici

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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 expand our PLC model by ensuring a collective commitment to increasing and supporting overall student performance data on NYS Regents exams and supporting students’ needs through monitoring BAG data.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Teachers will continue to attend PLCs and follow the established structure and commitments.	Vendetti, Burt, Salibrici, department leads, counselors	PLCs, PDs, Solution Tree PD, ENL/SPED PD	
6/15/25	Teachers use identified Regents standards in their classroom instruction.	Vendetti, Burt, Salibrici, department leads, counselors	PLCs, PDs, Solution Tree PD, ENL/SPED PD	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Teachers continue attending PLCs and documenting minutes	100% attendance in PLCs as documented within the minutes	
6/15/25	Walkthrough data and documentation of instructional evidence of standards during PLCs	100% of teachers are using standards-aligned instruction and documenting evidence during PLCs	
6/15/25	Phone logs are kept and documented in PLC minutes	100% of teachers are making phone calls, keeping logs, and documenting in SchoolTool	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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 2: Formative Assessment Practices

School Lead: Vendetti, Burt, Salibrici

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on Regents data, it is necessary to implement Data-Driven Instruction within PLCs to identify students’ strengths and weaknesses. This information will inform instruction and allow teachers to create formative assessments and Regents prep that will best address students’ needs.

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

PLC time will be used for teachers who have students in common to participate in data meetings and collaborate on strategies to promote student success.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Teachers are provided with PD on Data Meetings and how they inform Data-Driven Instruction 1x per month during PLCs.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
10/31/24	Teachers are given a platform for creating formative assessments and benchmarks, and then dissecting and analyzing student performance data.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
10/31/24	Teachers will utilize student performance data to inform their instructional practices.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
10/31/24	Teachers will give benchmarks/formative assessments 2x per marking period.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Documentation of benchmarks and DDI analysis during PLCs	65% of teachers developing benchmarks and utilizing DDI as documented during PLCs	
10/31/24	Walkthrough data will show evidence of data-driven Instruction	65% of teachers implementing personalized learning to support student achievement	

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 2: Formative Assessment Practices	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on Regents data, it is necessary to implement Data-Driven Instruction within PLCs to identify students’ strengths and weaknesses. This information will inform instruction and allow teachers to create formative assessments and Regents prep that will best address students’ needs.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 PLC time will be used for teachers who have students in common to participate in data meetings and collaborate on strategies to promote student success.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Teachers are provided with PD on Data Meetings and how they inform Data-Driven Instruction 1x per month during PLCs.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
12/31/24	Teachers are given a platform for creating formative assessments and benchmarks, and then dissecting and analyzing student performance data.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
12/31/24	Teachers will utilize student performance data to inform their instructional practices.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
12/31/24	Teachers will give benchmarks/formative assessments 2x per marking period.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Documentation of benchmarks and DDI analysis during PLCs	75% of teachers developing benchmarks and utilizing DDI as documented during PLCs	
12/31/24	Walkthrough data will show evidence of data-driven Instruction	75% of teachers implementing personalized learning to support student achievement	

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

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

Key Strategy 2: Formative Assessment Practices	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on Regents data, it is necessary to implement Data-Driven Instruction within PLCs to identify students’ strengths and weaknesses. This information will inform instruction and allow teachers to create formative assessments and Regents prep that will best address students’ needs.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 PLC time will be used for teachers who have students in common to participate in data meetings and collaborate on strategies to promote student success.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Teachers are provided with PD on Data Meetings and how they inform Data-Driven Instruction 1x per month during PLCs.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
3/31/25	Teachers are given a platform for creating formative assessments and benchmarks, and then dissecting and analyzing student performance data.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
3/31/25	Teachers will utilize student performance data to inform their instructional practices.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
3/31/25	Teachers will give benchmarks/formative assessments 2x per marking period.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Documentation of benchmarks and DDI analysis during PLCs	85% of teachers developing benchmarks and utilizing DDI as documented during PLCs	
3/31/25	Walkthrough data will show evidence of data-driven Instruction	85% of teachers implementing personalized learning to support student achievement	

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

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

Key Strategy 2: Formative Assessment Practices

School Lead: Vendetti, Burt, Salibrici

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

Based on Regents data, it is necessary to implement Data-Driven Instruction within PLCs to identify students' strengths and weaknesses. This information will inform instruction and allow teachers to create formative assessments and Regents prep that will best address students' needs.

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

PLC time will be used for teachers who have students in common to participate in data meetings and collaborate on strategies to promote student success.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Teachers are provided with PD on Data Meetings and how they inform Data-Driven Instruction 1x per month during PLCs.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
6/15/25	Teachers are given a platform for creating formative assessments and benchmarks, and then dissecting and analyzing student performance data.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
6/15/25	Teachers will utilize student performance data to inform their instructional practices.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	
6/15/25	Teachers will give benchmarks/formative assessments 2x per marking period.	Vendetti, Burt, Salibrici	PLCs, PD, Benchmark/Regents data, walkthrough data, department leads	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Documentation of benchmarks and DDI analysis during PLCs	100% of teachers developing benchmarks and utilizing DDI as documented during PLCs	
6/15/25	Walkthrough data will show evidence of data-driven Instruction	100% of teachers implementing personalized learning to support student achievement	
6/15/25	Regents Data improves, graduation rate increases	100% of students are earning course credits, 85% of students are earning Regents credits; graduation rate increases to 75%	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 1: Academy Model	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based upon the school’s BAG data, it is necessary to create high-interest academies based upon student choice with coordinated courses and career pathways. This will increase student achievement, our overall graduation rate, and post-graduation success.

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

NEW

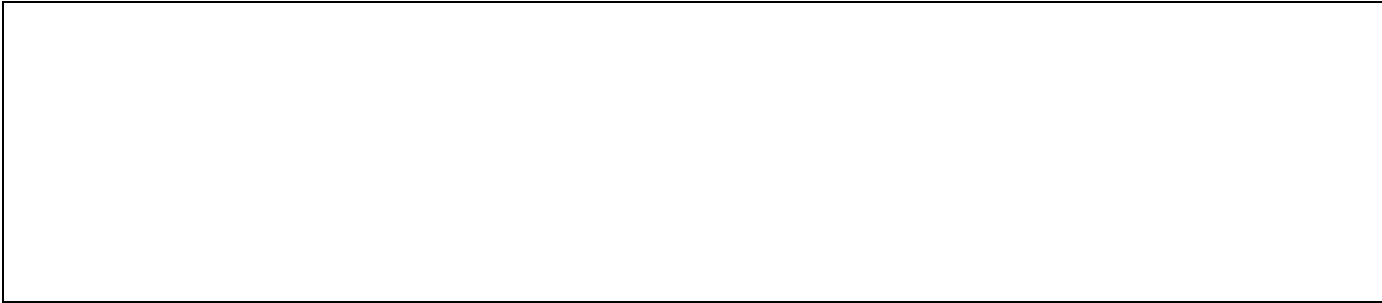
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Build master schedule and PLC schedule that establishes four academies that teachers and students belong to. Plan Academy-specific orientations during opening days.	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
9/16/24	Establish Redesign team to support the planning and continued roll out of the Academy model.	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
10/31/24	Academy meetings are held 2x per month to review academy specific information, such as events, forums, and community information.	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
10/31/24	Monitor academy attendance and work within PLCs to contact families	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Master schedule and PLC schedule that supports the academy structure	100% PLCs with teachers who share common students	
10/31/24	Redesign team is created	Redesign team meets regularly. Minutes reflect discussions about each academy’s progress	
10/31/24	Academy meeting minutes reflect pertinent information	100% academies meet and share student data, academy theme-based/career information, and community opportunities	
10/31/24	PLCs and Academies engage in attendance monitoring and communication with families	100% PLC and Academy minutes reflect outreach	

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



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

Key Strategy 1: Academy Structure	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based upon the school’s BAG data, it is necessary to create high-interest academies based upon student choice with coordinated courses and career pathways. This will increase student achievement, our overall graduation rate, and post-graduation success.

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

NEW

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Academy meetings are held 2x per month to review academy specific information, such as events, forums, and community information.	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
12/31/24	Monitor academy attendance and work within PLCs to contact families	Vendetti, Burt, Salibrici	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
12/31/24	Academy newsletters are created 1x per semester.	Vendetti	Academies	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Master schedule and PLC schedule that supports the academy structure	100% PLCs with teachers who share common students	
12/31/24	Redesign team is created	Redesign team meets regularly. Minutes reflect discussions about each academy’s progress	
12/31/24	Academy meeting minutes reflect pertinent information	100% academies meet and share student data, academy theme-based/career information, and community opportunities	
12/31/24	PLCs and Academies engage in attendance monitoring and communication with families	100% PLC and Academy minutes reflect outreach	

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

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

Key Strategy 1: Academy Structure	School Lead: Vendetti, Salibrici, Burt
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based upon the school’s BAG data, it is necessary to create high-interest academies based upon student choice with coordinated courses and career pathways. This will increase student achievement, our overall graduation rate, and post-graduation success.

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

NEW

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Communication is established with 8 th and 9 th graders regarding student choice for the next school year. Brochures, courses and Academy pathways are shared.	Vendetti, Burt, Salibrici, Department leads, Counselors	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
3/31/25	Redesign team continues to meet and support the roll out of the Academy model.	Vendetti, Burt, Salibrici, Department leads, Counselors	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
3/31/25	Academy meetings continue to be held 2x per month to review academy specific information, such as events, forums, and community information.	Vendetti, Burt, Salibrici, Department leads, Counselors		
3/31/25	Monitor academy attendance and work within PLCs to contact families	Vendetti, Burt, Salibrici, Department leads, Counselors		

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Master schedule and PLC schedule that supports the academy structure	100% PLCs with teachers who share common students	
3/31/25	Redesign team is created	Redesign team meets regularly. Minutes reflect discussions about each academy’s progress	
3/31/25	Academy meeting minutes reflect pertinent information	100% academies meet and share student data, academy theme-based/career information, and community opportunities	

	PLCs and Academies engage in attendance monitoring and communication with families	100% PLC and Academy minutes reflect outreach	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan			

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

Key Strategy 1: Academy Structure	School Lead: Vendetti, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based upon the school’s BAG data, it is necessary to create high-interest academies based upon student choice with coordinated courses and career pathways. This will increase student achievement, our overall graduation rate, and post-graduation success.

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

NEW

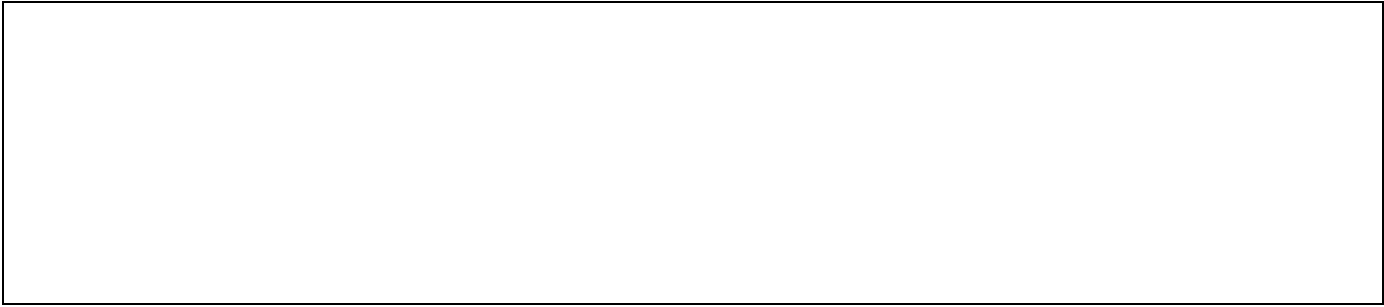
IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Communication is established with 8 th and 9 th graders regarding student choice for the next school year. Brochures, courses and Academy pathways are shared, students have made their Academy choices for the following school year.	Vendetti, Burt, Salibrici,	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
6/15/25	Work with local businesses and community agencies within the community to discuss student career exploration opportunities for the following school year.	Vendetti, Burt, Salibrici,	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	
6/15/25	Continue to monitor academy attendance and work through PLCs to contact families	Vendetti, Burt, Salibrici,	SLT, PLCs, Department Leads, Solution Tree PD, All student cohort data	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Master schedule and PLC schedule that supports the academy structure	100% PLCs with teachers who share common students	
6/15/25	Redesign team is created	Redesign team meets regularly. Minutes reflect discussions about each academy’s progress	
6/15/25	Academy meeting minutes reflect pertinent information	100% academies meet and share student data, academy theme-based/career information, and community opportunities	
6/15/25	PLCs and Academies engage in attendance monitoring and communication with families	100% PLC and Academy minutes reflect outreach	
6/15/25	Student data is compared from beginning of the year with the end. Regents passing rates improve.	100% of students have improved BAG data as documented in PLC and Academy minutes, and Regents success rates increase.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning



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

Key Strategy 2: Promoting student voice and leadership	School Lead: Vendetti, Sturgeon, Counselors
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on school survey data, we know that if students feel comfortable and safe, they will attend school every day and become a contributing citizen to our school community. By participating in school-wide events and functions and taking an active role in decision-making related to school procedures, policies, and expectations, this strategy will ensure all students feel safe, secure, and involved.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 The school will expand student opportunity and equity in school climate and culture by creating more frequent opportunities for engagement and decision-making.

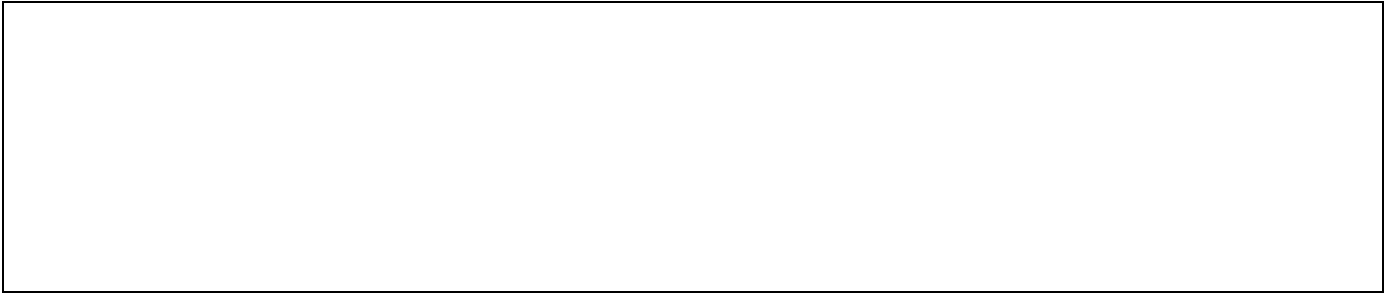
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Partner with student council to develop and implement events to motivate students/seniors to attend school and to build a schoolwide culture and community.	Vendetti, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
10/31/24	Hold regular meetings with the Principal Advisory group to gather student input and ensure student voice behind building decisions around events, field trips, and student opportunities during the school day.	Vendetti, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
10/31/24	Conduct regular student forums to involve each grade level with building decisions, events, field trips and student opportunities.	Admin, teachers, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
10/31/24	Create, maintain, and support student clubs and activities throughout the school year. Provide opportunities for extra-curricular groups to showcase accomplishments and engagements.	Admin, teachers, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Monthly student council meetings with appropriate administrators and advisors	100% attendance at student council meetings held each month	
10/31/24	Principal advisory group meets periodically with principal.	100% attendance at monthly PAC meetings	
10/31/24	Student forums held each quarter for each grade level.	Administrative and building updates clearly communicated to student body through quarterly forums with 100% participation	
10/31/24	Scheduling, promotion, and showcase of building clubs and activity groups.	Increased participation by 20% in clubs and sports	

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



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

Key Strategy 2: Promoting student voice and leadership	School Lead: Vendetti, Sturgeon, Counselors
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on school survey data, we know that if students feel comfortable and safe, they will attend school every day and become a contributing citizen to our school community. By participating in school-wide events and functions and taking an active role in decision-making related to school procedures, policies, and expectations, this strategy will ensure all students feel safe, secure and involved.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 The school will expand student opportunity and equity in school climate and culture by creating more frequent opportunities for engagement and decision-making.

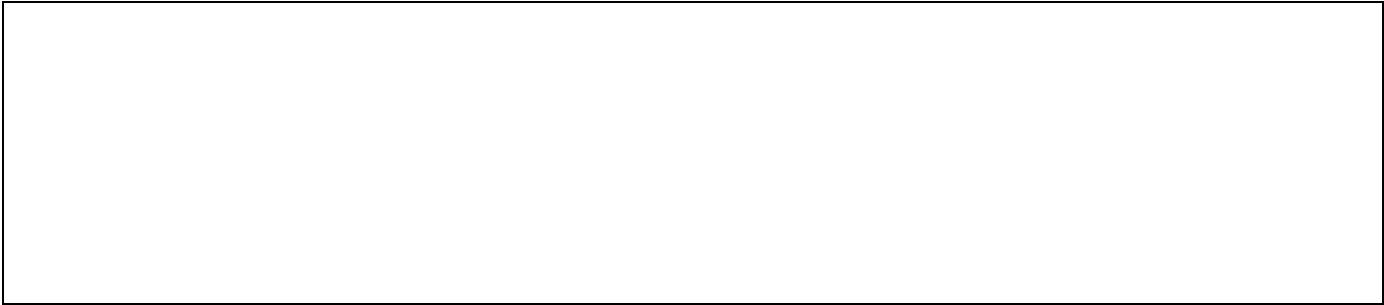
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Partner with student council to develop and implement events to motivate students/seniors to attend school and to build a schoolwide culture and community.	Vendetti, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
12/31/24	Hold regular meetings with the Principal Advisory group to gather student input and ensure student voice behind building decisions around events, field trips, and student opportunities during the school day.	Vendetti, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
12/31/24	Conduct regular student forums to involve each grade level with building decisions, events, field trips and student opportunities.	Admin, teachers, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	
12/31/24	Create, maintain, and support student clubs and activities throughout the school year. Provide opportunities for extra-curricular groups to showcase accomplishments and engagements.	Admin, teachers, counselors	Cohort forums and clubs, student/advisory council, college and career center, survey data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Monthly student council meetings with appropriate administrators and advisors	100 % attendance at student council meetings held each month	
12/31/24	Principal advisory group meets periodically with principal.	100% attendance at monthly PAC meetings	
12/31/24	Student forums held each quarter for each grade level.	Administrative and building updates clearly communicated to student body through quarterly forums with 100% participation	
12/31/24	Scheduling, promotion, and showcase of building clubs and activity groups.	Increased participation by 20% in clubs and sports	

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



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

Key Strategy 2: Promoting student voice and leadership	School Lead: Vendetti, Sturgeon, Counselors
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on school survey data, we know that if students feel comfortable and safe, they will attend school every day and become a contributing citizen to our school community. By participating in school-wide events and functions and taking an active role in decision-making related to school procedures, policies, and expectations, this strategy will ensure all students feel safe, secure and involved.

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

The school will expand student opportunity and equity in school climate and culture by creating more frequent opportunities for engagement and decision-making.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Partner with student council to develop and implement events to motivate students/seniors to attend school and to build a schoolwide culture and community.	Vendetti	Cohort forums and clubs, student/advisory council, college and career center, survey data	
3/31/25	Hold regular meetings with the Principal Advisory group to gather student input and ensure student voice behind building decisions around events, field trips, and student opportunities during the school day.	Vendetti	Cohort forums and clubs, student/advisory council, college and career center, survey data	
3/31/25	Conduct regular student forums to involve each grade level with building decisions, events, field trips and student opportunities.	Admin	Cohort forums and clubs, student/advisory council, college and career center, survey data	
3/31/25	Create, maintain, and support student clubs and activities throughout the school year. Provide opportunities for extra-curricular groups to showcase accomplishments and engagements.	Advisors	Cohort forums and clubs, student/advisory council, college and career center, survey data	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Monthly student council meetings with appropriate administrators and advisors	100 % attendance at student council meetings held each month	
3/31/25	Principal advisory group meets periodically with principal.	100% attendance at monthly PAC meetings	
3/31/25	Student forums held each quarter for each grade level.	Administrative and building updates clearly communicated to student body through quarterly forums with 100% participation	
3/31/25	Scheduling, promotion, and showcase of building clubs and activity groups.	Increased participation by 20% in clubs and sports	

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

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

Key Strategy 2: Promoting student voice and leadership	School Lead: Vendetti, Sturgeon, Counselors
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on school survey data, we know that if students feel comfortable and safe, they will attend school every day and become a contributing citizen to our school community. By participating in school-wide events and functions and taking an active role in decision-making related to school procedures, policies, and expectations, this strategy will ensure all students feel safe, secure, and involved.

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

The school will expand student opportunity and equity in school climate and culture by creating more frequent opportunities for engagement and decision-making.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Partner with student council to develop and implement events to motivate students/seniors to attend school and to build a schoolwide culture and community.	Admin	Cohort forums and clubs, student/advisory council, college and career center, survey data	
6/15/25	Hold regular meetings with the Principal Advisory group to gather student input and ensure student voice behind building decisions around events, field trips, and student opportunities during the school day.	Admin	Cohort forums and clubs, student/advisory council, college and career center, survey data	
6/15/25	Conduct regular student forums to involve each grade level with building decisions, events, field trips and student opportunities.	Admin	Cohort forums and clubs, student/advisory council, college and career center, survey data	
6/15/25	Create, maintain, and support student clubs and activities throughout the school year. Provide opportunities for extra-curricular groups to showcase accomplishments and engagements.	Advisors	Cohort forums and clubs, student/advisory council, college and career center, survey data	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Monthly student council meetings with appropriate administrators and advisors	100 % attendance at student council meetings held each month	
6/15/25	Principal advisory group meets periodically with principal.	100% attendance at monthly PAC meetings	
6/15/25	Student forums held each quarter for each grade level.	Administrative and building updates clearly communicated to student body through quarterly forums with 100% participation	
6/15/25	Scheduling, promotion, and showcase of building clubs and activity groups.	Increased participation by 20% in clubs and sports	

Notes/Reflections/Potential Adjustments to Inform 2025-26 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 1: Multi-tiered System of Support	School Lead: Vendetti, Sturgeon, Counselors, Social Workers
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	Counselors	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	
10/31/24	Plan and implement the following opportunities for seniors: <ul style="list-style-type: none"> ○ Host weekly Operation Graduation meetings to track student progress ○ Host senior meetings throughout the school year to involve families in the needs of seniors 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	
10/31/24	Plan and communicate the following opportunities for students to increase access to earning credits: <ul style="list-style-type: none"> ○ Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 ○ Communicate Sprint Week opportunities to staff, students and families ○ Provide CR/EDLP to 10th-12th grade students ○ Host cohort meetings through each academy to monitor student progress towards graduation ○ Host Advisement Days at the end of marking periods 1, 2 & 3 ○ Host check-ins during each marking period for students to check grades 	Academy Principals, Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regents data	

10/31/24	Host Saturday sessions for students to accomplish their goals regarding credit recovery, Regents Prep, and tutoring.		
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PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
10/31/24	Operation Graduation meetings take place monthly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
	Teachers will provide time to track students' progress	100% of teachers and students will participate in check-ins during each marking period	
	Saturday sessions provide students with a way to receive extra help and time to prepare for exams	100% communication regarding this opportunity. Student attendance is documented and provided to PLCs and Academies	

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.

Key Strategy 1: Multi-Tiered System of Support	School Lead: Vendetti, Sturgeon, counselors, social workers
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
12/31/24	Plan and implement the following opportunities for seniors: <ul style="list-style-type: none"> ○ Host weekly Operation Graduation meetings to track student progress ○ Host senior meetings throughout the school year to involve families in the needs of seniors 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
12/31/24	Plan and communicate the following opportunities for students to increase access to earning credits: <ul style="list-style-type: none"> ○ Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 ○ Communicate Sprint Week opportunities to staff, students and families ○ Provide CR/EDLP to 10th-12th grade students ○ Host cohort meetings through each academy to monitor student progress towards graduation ○ Host Advisement Days at the end of marking periods 1, 2 & 3 ○ Host check-ins during each marking period for students to check grades 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	

12/31/24	Host Saturday sessions for students to accomplish their goals regarding credit recovery, Regents Prep, and tutoring.			
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PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
12/31/24	Operation Graduation meetings take place monthly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
12/31/24	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
12/31/24	Teachers will provide time to track students' progress	100% of teachers and students will participate in check-ins during each marking period	

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

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

Key Strategy 1: Multi-Tiered System of Support	School Lead: Vendetti, Sturgeon, counselors, social workers
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
3/31/25	Plan and implement the following opportunities for seniors: <ul style="list-style-type: none"> ○ Host weekly Operation Graduation meetings to track student progress ○ Host senior meetings throughout the school year to involve families in the needs of seniors 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
3/31/25	Plan and communicate the following opportunities for students to increase access to earning credits: <ul style="list-style-type: none"> ○ Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 ○ Communicate Sprint Week opportunities to staff, students and families ○ Provide CR/EDLP to 10th-12th grade students ○ Host cohort meetings through each academy to monitor student progress towards graduation ○ Host Advisement Days at the end of marking periods 1, 2 & 3 ○ Host check-ins during each marking period for students to check grades 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	

3/31/25	Host Saturday sessions for students to accomplish their goals regarding credit recovery, Regents Prep, and tutoring.			
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PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
3/31/25	Operation Graduation meetings take place monthly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
3/31/25	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
3/31/25	Teachers will provide time to track students' progress	100% of teachers and students will participate in check-ins during each marking period	

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 1: Multi-Tiered Systems of Support	School Lead: Vendetti, Sturgeon, counselors, social workers
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Plan and provide community-based support for students to access for social-emotional wellbeing. Provide teachers with the referral process for student intervention and support.	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
6/15/25	Plan and implement the following opportunities for seniors: <ul style="list-style-type: none"> ○ Host weekly Operation Graduation meetings to track student progress ○ Host senior meetings throughout the school year to involve families in the needs of seniors 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	
6/15/25	Plan and communicate the following opportunities for students to increase access to earning credits: <ul style="list-style-type: none"> ○ Marking period recovery opportunities in all courses for marking periods 1, 2 and 3 ○ Communicate Sprint Week opportunities to staff, students and families ○ Provide CR/EDLP to 10th-12th grade students ○ Host cohort meetings through each academy to monitor student progress towards graduation ○ Host Advisement Days at the end of marking periods 1, 2 & 3 ○ Host check-ins during each marking period for students to check grades 	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent’s data	

6/15/25	Host Saturday sessions for students to accomplish their goals regarding credit recovery, Regents Prep, and tutoring.	Vendetti	SIT, PLCs, Impact Team, Cohort meetings, Student cohort data, Counselor Grad plans, Regent's data
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PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Parents and students participate in senior meetings throughout the year	100% participation by students and parents	
6/15/25	Operation Graduation meetings take place monthly to track seniors' progress	100% participation by senior teachers as well as documentation of outreach	
6/15/25	Students have opportunities to earn credits	100% of teachers will provide recovery opportunities marking periods 1, 2 and 3; 100% of families are aware of Sprint Week opportunities and 100% of teachers will provide work for those weeks; Counselors working to identify students in need of EDLP or Credit Recovery;	
6/15/25	Teachers will provide time to track students' progress	100% of teachers and students will participate in check-ins during each marking period	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning			

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

Key Strategy 2: College and Career Center Programming	School Lead: Vendetti, Sturgeon, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on feedback from parent and student surveys, a focus on college and career center programming will help to ensure that students and families, as primary stakeholders, have the key knowledge, skills, and strategies to prepare for post-secondary options. This will aid students in researching opportunities, setting goals, making choices that support their long-term aspirations, and successfully navigating transitions to the next level.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This strategy will increase students’ opportunity knowledge and ability to take ownership of their graduation pathway and goals.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Create schedules for all grades to access the college and career center.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
10/31/24	Develop college and career center scope and sequence by grade level	Vendetti	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
10/31/24	Develop a structure for all students to identify and monitor their plan and purpose for post-graduation goals	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
10/31/24	Plan/host college fair, career fair, job site visits, college visits, financial literacy lessons, resume writing, FAFSA support, school links access, etc.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	<ul style="list-style-type: none"> Students’ documented plans College and career center schedules and attendance CCC event attendance Documentation of increased number of students attending college, trade school, 	<ul style="list-style-type: none"> 75% of seniors have a documented post-graduation plan Increased attendance to the CCC by 30% 	

	entering the military/career/workforce, etc.		
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan			

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

Key Strategy 2: College and Career Center Programming	School Lead: Vendetti, Sturgeon, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on feedback from parent and student surveys, a focus on college and career center programming will help to ensure that students and families, as primary stakeholders, have the key knowledge, skills, and strategies to prepare for post-secondary options. This will aid students in researching opportunities, setting goals, making choices that support their long-term aspirations, and successfully navigating transitions to the next level.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This strategy will increase students’ opportunity knowledge and ability to take ownership of their graduation pathway and goals.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Create schedules for all grades to access the college and career center.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
12/31/24	Develop college and career center scope and sequence by grade level	Vendetti	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
12/31/24	Develop a structure for all students to identify and monitor their plan and purpose for post-graduation goals	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
12/31/24	Plan/host college fair, career fair, job site visits, college visits, financial literacy lessons, resume writing, FAFSA support, school links access, etc.	Sturgeon Social Workers	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	<ul style="list-style-type: none"> Students’ documented plans. College and career center schedules and attendance CCC event attendance Documentation of increased number of students attending 	<ul style="list-style-type: none"> 75% of seniors have a documented post-graduation plan Increased attendance to the CCC by 30% 	

	college, trade school, entering the military/career/workforce, etc.		
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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.

Key Strategy 2: College and Career Center Programming	School Lead: Vendetti, Sturgeon, Burt, Salibrici
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on feedback from parent and student surveys, a focus on college and career center programming will help to ensure that students and families, as primary stakeholders, have the key knowledge, skills, and strategies to prepare for post-secondary options. This will aid students in researching opportunities, setting goals, making choices that support their long-term aspirations, and successfully navigating transitions to the next level.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This strategy will increase students' opportunity knowledge and ability to take ownership of their graduation pathway and goals.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Create schedules for all grades to access the college and career center.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
3/31/25	Develop college and career center scope and sequence by grade level	Vendetti	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
3/31/25	Develop a structure for all students to identify and monitor their plan and purpose for post-graduation goals	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
3/31/25	Plan/host college fair, career fair, job site visits, college visits, financial literacy lessons, resume writing, FAFSA support, school links access, etc.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	<ul style="list-style-type: none"> Students' documented plans. College and career center schedules and attendance CCC event attendance Documentation of increased number of 	<ul style="list-style-type: none"> 85% of seniors have a documented post-graduation plan Increased attendance to the CCC by 40% 	

	students attending college, trade school, entering the military/career/workforce, etc.		
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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 2: College and Career Center Programming	School Lead: Vendetti, Sturgeon, Burt, Salibrici
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on feedback from parent and student surveys, a focus on college and career center programming will help to ensure that students and families, as primary stakeholders, have the key knowledge, skills, and strategies to prepare for post-secondary options. This will aid students in researching opportunities, setting goals, making choices that support their long-term aspirations, and successfully navigating transitions to the next level.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This strategy will increase students’ opportunity knowledge and ability to take ownership of their graduation pathway and goals.

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/15/25	Create schedules for all grades to access the college and career center.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
6/15/25	Develop college and career center scope and sequence by grade level	Vendetti	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
6/15/25	Develop a structure for all students to identify and monitor their plan and purpose for post-graduation goals	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	
6/15/25	Plan/host college fair, career fair, job site visits, college visits, financial literacy lessons, resume writing, FAFSA support, school links access, etc.	Sturgeon	College and Career center checkpoints for each cohort, Student forums, Quarterly student advisement meetings	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	<ul style="list-style-type: none"> Students’ documented plans. College and career center schedules and attendance CCC event attendance Documentation of increased number of students attending college, trade school, 	<ul style="list-style-type: none"> 100% of active seniors have a documented post-graduation plan Increased attendance to the CCC by 50% 	

	entering the military/career/workforce, etc.		
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Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning			

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	75% Strongly Agree, Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	85% Strongly Agree, Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	75% Strongly Agree, Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	75% Strongly Agree, Agree	
5	It was evident that our school focused on numeracy and literacy.	75% Strongly Agree, Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	75% Strongly Agree, Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	85% Strongly Agree, Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	85% Strongly Agree, Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	85% Strongly Agree, Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	75% Strongly Agree, Agree	

	Student Survey Questions (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	47%	70%	
2	How positive or negative is the energy of your school? (SC1)	31%	50%	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	19%	30%	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	36%	50%	
5	How often are people disrespectful to others at your school? (SS1)	18%	50%	
6	How often do students get into physical fights at your school? (SS2)	17%	35%	
7	How often do you worry about violence at your school? (SS4)	44%	60%	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	48%	60%	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	36%	50%	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	43%	65%	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	74%	75%	
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)	78%	80%	
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)	85%	85%	
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)	80%	85%	
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)	74%	80%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	36%	50%	
7	How motivating are the classroom lessons at your child's school? (SC2)	32%	50%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	43%	65%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	36%	50%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	50%	75%	

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
		Summer 2023	Summer 2023	5/8/24	5/9/24	6/13/24	5/14/24 & 5/16/24	5/30/24, 6/6/24, 6/11/24, 6/17/24, 6/21/24
Dana Vendetti Cole	Principal	X	X	X			X	X
Nick Salibrici	Instructional Coach	X	X				X	X
Elaine Fay Burt	Instructional Coach	X	X	X	X		X	X
Jaime Commisso	Vice Principal	X	X	X	X		X	
Amanda Mahle	ENL Teacher	X	X	X				X
Gabriella Pascarella	Social Worker	X	X	X	X		X	
Melanie Pelcher	Science Teacher	X	X	X			X	
Lia Reistrom	English Teacher	X	X	X	X			X
Kate Rood	Science Teacher	X	X		X			
Alana Hirt	Math Teacher	X	X	X	X			
Annie Smith	Art Teacher	X	X		X		X	
Leah Drazek	School Counselor	X	X				X	
Mindy McCarthy	Business Teacher	X	X		X			
Kim Goldman	Social Worker	X	X	X	X			
Jason Hitzfield	School Counselor	X	X	X	X			X
Meghan Vitale	Parent	X	X					X 6/6/24, 6/21/24
Raymond Miller	Parent	X	X					X 6/6/24, 6/21/24
Luca Diaz-Perez	Student					X		
Jaydon McClinton	Student					X		
Kenny Lanterman	Student	X	X					

LEARNING AS A TEAM

Directions: After completing the previous sections, the team should complete the reflective prompt(s) below.

Student Interviews

Describe how the Student Interview process informed the team's plan.

By meeting with the student groups, we were able to focus our priorities within each of the strategies; narrowing our broader ideas into concrete actions. For example, students expressed a concern about achievement on Regents exams, they also talked about wanting to enjoy school more and have more field trips and events. The majority of their needs are addressed and we have developed multiple ways to keep their voice throughout the school year through our Student Voice & Choice Strategy. We also realized the power of student voting through our conversations with our students and have selected Schoolwide Voting as our Civic Empowerment Project. We are going to kick off the year with a school wide vote that will be initiated and promoted through our student council.

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.

Through our PLC work, all teachers will be engaged in standards-based planning and identifying skills that are prevalent on Regents exams. All teachers in all content areas will provide exposure, formative assessments and feedback to all students. This will ensure that all of our subgroups, including those identified will have more access to practicing the standards they need to master in order to pass their Regents exams.