



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Huntington UFSD	J Taylor Finley Middle School	7-8

Collaboratively Developed By:

The J Taylor Finley Middle School SCEP Development Team

- Traci Roethel, Principal
- Brenden Cusack, Assistant Superintendent for Curriculum and Instruction
- Alexis Estrada, Assistant Principal
- Jonathan Garland, Special Education Teacher
- Vincent Tannazzo, 7th Grade Math Teacher
- Celia Nacarolo, 7th Grade ELA Teacher
- Denise Grodzicki, 8th Grade Math Teacher
- Kimberly Schiller, 8th Grade ELA Teacher
- Dana Rogan, RTI Math Teacher / Math Coach
- Alison Capewell, ELA and ENL Teacher / ELA Coach
- Dennis Scruggs, Social Worker
- Mary Bocuzzi, Parent
- Lauren Patti, Parent

And in partnership with the staff, students, and families of J Taylor Finley Middle School

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2026-27 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined at:**

<https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

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

Other (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

In the interviews, students echoed their survey responses in asking for more feedback from teachers. They also expressed that they wanted more interactive, hands-on learning, which helped us discuss additional ideas. This led us to prioritize Ongoing Job-Embedded Professional Development as our first Evidence-Based Interventions.

In the student focus groups, students emphasized how students' disruptive behaviors often occurred during hallway transitions, and that they wanted more oversight and support with student behavior and comportment. This led us to prioritize Restorative Practices as our second Evidence-Based Interventions.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Focusing on Ongoing Job-Embedded Professional Development will help us provide teachers with the skill sets needed to support all of our students and particularly those who comprise our target sub group . Splitting up student check-ins per team will help increase communication with students and give them more regular feedback. PBL strategies will help students at our school feel more connected to their learning experiences. It will provide them with opportunities for choice and voice and allow them to showcase their figure out how to display their end product in a way that showcases their passions/abilities.

Supporting staff and students with Restorative Practices will positively impact all students, including those in our designated subgroup. We're also aware that across the United States, disproportionate behavioral referral rates can have severe consequences. Continuing to expand and refine our Restorative Practices will help ensure that we're treating all student populations equitably when it comes to behavioral consequences and expectations.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Ongoing Job-Embedded Professional Development	X Ongoing	<p>Our Professional Development will focus on ways that teachers can provide consistent feedback and progress monitoring to students and families. From our needs assessment, we realized that some students/families wanted more two-way communication. Kids wanted to know how they stood and would like help analyzing the continuum of their learning. This will positively impact students because it will involve them more frequently in monitoring their progress during learning. It will also increase individual feedback, which promotes transparency and ongoing communication with students and families.</p> <p>Embedded professional development promotes best practices. We have mandated professional development opportunities in the past regarding effective questioning techniques. We can follow a similar model in providing PD on student feedback, mandating it in the spring but providing optional sessions in the fall.</p> <p>For Project-Based Learning, we can add additional professional development sessions and run them as collegial circles. Ask faculty to bring examples of what they're currently using in their classes. We can run these in grade-level bands in the primary/intermediate schools and then maybe departmentally at the secondary level. We can involve library media specialists to infuse their tools/expertise to build PBL across the disciplines and put together a team to research PBL ideas that will help build capacity of our teachers across all disciplines.</p>

Implementation

How will we do this?

KEY STRATEGY 1

Ongoing Job-Embedded Professional Development

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Send staff surveys to gauge expertise/willingness around Project Based Learning and other instructional initiatives & best practices.		6/30/26
Continue work with our team of faculty to lead the collegial circle model/conduct research on PBL.		9/1/26
Continue work with spreadsheet for student feedback check-in meetings and design faculty expectations for student feedback meetings. All students will be partnered with their assigned homeroom teacher for their feedback meetings.		9/1/26
Implementation of additional evening academic extra help sessions in all core subject areas		10/1/26
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Have the PBL team develop and send student and faculty questionnaires to ask what types of projects/activities they like most/want to see in their classes.		10/30/26
Monitor spreadsheet to ensure every student has had at least one feedback meeting which may include team meetings and providing students with a mentor when needed.		1/30/27
Have PBL Team share questionnaire results at faculty meeting and provide an overview of the current implementation of the new Civic Quest, grade 7, project-based course.		1/30/27
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Continue to monitor check-in spreadsheet to ensure each student has at least one additional feedback meeting and send Google spreadsheet to faculty in order to recorded feedback on the implementation of these check-ins.		5/31/27
Reflect on this year's implementation and make any recommended changes for next year's school year		5/31/27

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/ outcome data)	Student Survey	Analyzing new results in order to capture student voice with regard to potential PBL opportunities	
	Faculty Survey	Analyzing results in order to gauge interest in collegial circle PBL PD opportunities	
	Student/ Faculty PBL questionnaire	Student and faculty preferences regarding PBL opportunities, relative to current coursework under construction, e.g. Civic Quest curriculum.	
Mid-Year Benchmarks (outcome data)	Feedback Spreadsheet (year 2)	Each student has at least one check-in documented by a team teacher on the feedback spreadsheet components	
	Student questionnaire regarding outcomes of Civic Quest course	Positive student responses regarding new Project-Based course and feedback for further consideration/ implementation	
End-of-the Year Targets (outcome data)	Professional Development Attendance/ Presenter Data	Teachers have attended and/or presented best practices PD sessions	
	Student questionnaire regarding outcomes of Civic Quest course (semester 2)	Positive student responses regarding new Project-Based course and feedback for further consideration/ implementation (semester 2)	
	Feedback Spreadsheet	Each student has at least two check-ins documented by a team teacher on the feedback spreadsheet components	

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Tracker for individual student check-ins (year 2)	Ongoing Job-Embedded Professional Development	All students will have received one 1-on-1 conference with their advisor to review their grades, attendance and behavior.	
End-of-the Year Targets	Tracker for individual student check-ins	Ongoing Job-Embedded Professional Development	All students will have received a second 1-on-1 conference with their advisor to review their grades, attendance and behavior.	
	Student grades		80%+ of students will be passing all of their core classes, partially as a result of our 1-on-1 conferences.	
	Family communication logs		All families receive updates on their students' progress, which also drives student pass rates.	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2025-26 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	I find my schoolwork interesting and engaging.	Ongoing Job-Embedded Professional Development	32.6%	50%	
	I feel motivated to work hard in my classes.		53.7%	59%	
	My school promotes curiosity and exploration in learning.		65.8%	74%	
Staff Survey	There are regular opportunities for teachers to collaborate and share best practices	Ongoing Job-Embedded Professional Development & opportunities for staff presentations	81.7%	87%	
	My school provides high-quality professional development to improve teaching		86.4%	92%	
Family Survey	My child is challenged critically at school	Ongoing Job-Embedded Professional Development	57.4%	63%	
	My child's teachers make learning meaningful by connecting to real life		63.5%	69%	
	My child's teachers provide engaging learning experiences		66%	71%	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Restorative Practices	X REFINE	<p>Students told us that other students are not following the rules in the hallways. This leads us to believe that they need reinforcement of the rules and expectations and to use our restorative practices when they make mistakes.</p> <p>During student interviews, students informed us about hallway behavior and that these actions of others are taking place in between periods and not during instructional time.</p> <p>We will refine our strategy by working on the team that handles the questions and a reflection piece. We will look at the questions asked, the list of students and if they are repeat offenders, what mistake they made causing them to be in the restorative room and what consequence is given. We will look into a tier system of sorts which will lay out a protocol for the infraction made and what consequence is then deemed appropriate.</p>

Implementation

(How will we do this?)

KEY STRATEGY 1

Restorative Practices

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
New Teacher Orientation - All new teachers in the district will be trained in Restorative Circles - All new teachers will receive direct instruction regarding PBIS initiatives in each building		8/25/26
Train key staff member in peer mediation techniques and implementation practices		9/1/26
Orientation - At orientation admin will go over the matrix with parents and explain Finley's expectations		8/29/26
New duty schedule will be made to include hallway presence of teachers		8/29/26
Team assemblies - Admin will host an assembly at the beginning of the year introducing or reinforcing the matrix of expectations.		9/12/26
Back to school night, we will do team presentations again		9/12/26
Freshman Seminar: 10-12 High School Teacher Mentors meet with eighth grade students transitioning from Finley Middle School to Huntington High School in order to support their academic transition, build relationships with peers and faculty, learn strategies to build social and emotional capacity in a new and challenging environment, become accustomed to the culture and opportunities at the high school and prepare for success. The program is three full days in length.		8/28/26
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Check in with teams about student behaviors and ones that need to be met with		1/30/27
Check the data taken from restorative room and look for what offenses occurred and the amount of each – checked by mental health, admin, and support staff		1/30/27
Share with all staff trends in data discovered from restorative room		1/30/27
Continue to track the amount of students who receive a PBIS ticket so that we can ensure all students receive one by mid year and teams can have a celebration for those students who earn the most.		1/30/27
First and second quarter celebrations for students that received 5 PBIS tickets during each quarter.		11/5/26 1/30/27
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Review restorative data to see what infractions are taking place and the frequency.		5/31/27
Second half of the year celebration for students that received 10 PBIS tickets.		6/1/27

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/ outcome data)	Professional Development for restorative practices	Most teachers will have attended a PD session (optional)	
	Team assemblies with students	All teams meet with admin to go over matrix and expectations	
	Run a discipline report	Report printed of students who already are repeat offenders	
	Restorative data collection	Review data collected from restorative room and look for repeat offenses and any trends in the data	
Mid-Year Benchmarks (outcome data)	PBIS ticket spreadsheet	Number of tickets each student in the building has received halfway through the year. have given out PBIS tickets	
	PBIS Celebrations	Number of students who have attended the first and second quarter celebrations.	
	Team assemblies with students	All teams meet with admin to go over matrix and reinforce expectations	
	Restorative data collection	Review data collected from restorative room and look for repeat offenses and any trends in the data	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	End of the year celebration	Number of students attending the end of the year celebration	
	Restorative data collection	Review data collected from the restorative room and look for repeat offenses and any trends in the data. Specifically compare within grade and 8th grade offences compared to their 7th grade offense (repeat offenders, repeat infractions, frequency, time of year)	

Non-Instructional Key Strategies for Improvement

Non-Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these Non-Instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmarks	Discipline report (September-January)	Restorative Practices	The number of discipline referrals will decrease by 2% and there will be fewer repeat referrals.	
	PBIS Tickets		There will be a 2% increase in the number of positive PBIS tickets compared to the previous year.	
	Tracker for individual student check-ins		All students will have received a second 1-on-1 conference with their advisor to review their grades, attendance and behavior.	
End-of-the Year Targets	Discipline report (February-June)	Restorative Practices	The number of discipline referrals will decrease by 5% and there will be fewer repeat referrals.	
	PBIS Tickets		There will be a 5% increase in the number of positive PBIS tickets compared to the previous year.	
	Tracker for individual student check-ins		All students will have received a second 1-on-1 conference with their advisor to review their grades, attendance and behavior.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	Students in my school feel supported by their teachers and staff	Restorative Practices	60.8%	66%	
	When students have conflicts, adults at my school help resolve them effectively		61.9%	67%	
Staff Survey	Discipline is handled consistently and fairly in our school	Restorative Practices	72.7%	77%	
Family Survey	The school effectively handles conflicts between students.	Restorative Practices	67.3%	72%	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

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.

Non-Instructional Key Strategies for Improvement

Name	Role	Plan Writing and Revision (Day 1)	Plan Writing and Revision (Day 2)	Plan Writing and Revision (Day 3)
Traci Roethel	Principal	11/17/25	3/16/26	6/2/26
Brenden Cusack	Asst. Sup. Curr. & Instruction	11/17/25	3/16/26	6/2/26
Jonathan Garland	Special Ed Teacher	11/17/25	3/16/26	6/2/26
Alexis Estrada	Assistant Principal	11/7/25	3/16/26	6/2/26
Vincent Tannazzo	7th Grade Math Teacher	11/17/25	3/16/26	6/2/26
Celia Nacarlo	7th Grade ELA Teacher	11/17/25	3/16/26	6/2/26
Denise Grodzicki	8th Grade Math Teacher	11/17/25	3/16/26	6/2/26
Kimberly Schiller	8th Grade ELA Teacher	11/17/25	3/16/26	6/2/26
Dana Rogan	RTI Math Teacher/Math Coach	11/17/25	3/16/26	6/2/26
Alison Capewell	ELA & ENL Teacher/ELA Coach	11/17/25	3/16/26	6/2/26
Amanda Shaffer	Dean	11/17/25	3/16/26	X
Dennis Scruggs	Social Worker/ Dean	X	X	6/2/26
Mary Bocuzzi	Parent	11/17/25		
Lauren Patti	Parent	11/17/25		

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2026**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2026-27 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.