



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Yonkers Public Schools	Eugenio Maria de Hostos Micro Society School	PK - 8

Collaboratively Developed By:

The Eugenio Maria de Hostos Micro Society School SCEP Development Team

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- Elisa Rosario, Alternate Union Representative
- Jessica Tufo-Gizzi, Elementary School Teacher
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- Milky Gomez, Guidance Counselor

*And in partnership with the staff, students, and families of
Eugenio Maria de Hostos Micro Society 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	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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

The student interview process provided the SCEP team with direct insights into students' academic experiences, challenges, and needs. By listening to students' perspectives on areas such as attendance, reading comprehension, writing skills, and language development, the team was able to identify key strengths and gaps in instruction and support. This information helped the team prioritize goals and develop targeted strategies that address students' specific needs, ensuring the School Comprehensive Education Plan is responsive and student-centered. Additionally, student feedback guided the creation of initiatives to increase engagement, improve learning outcomes, and foster a supportive school environment.

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.

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>
We will implement rigorous, culturally responsive literacy instruction through daily reading routines and explicit comprehension strategies that ensure all students have equitable access to grade-level texts. Instruction will be student-centered and grounded in ongoing data analysis to drive targeted supports, promote critical thinking, and strengthen students' ability to analyze, interpret, and apply complex texts across content areas.	☐ NEW ☐ EXPAND ☐ REFINE	An analysis of student performance data and classroom observations reveals that many students struggle with making inferences and comprehending complex texts. These skills are critical for success across content areas, and this gap is impacting their overall academic achievement. Addressing this need is essential to ensure that all students can engage with grade-level materials, think critically, and demonstrate deeper understanding in both discussion and writing.
We will strengthen students' writing proficiency across all grade levels through standards-aligned, high-quality instruction that integrates writing across content areas. Students will engage in authentic, meaningful writing tasks with structured opportunities for feedback, revision, and reflection. Instruction will be differentiated using data to meet diverse learner needs, fostering student voice, clarity of expression, and the ability to communicate ideas effectively for multiple purposes and audiences.	☐ NEW ☐ EXPAND ☐ REFINE	An analysis of student work, assessment data, and teacher feedback indicates that students across grade levels are struggling with writing tasks, particularly in organizing ideas, developing clear arguments, and using appropriate grammar and conventions. These challenges are limiting their ability to effectively communicate their understanding and meet grade-level expectations. Strengthening writing instruction is critical to improving overall academic performance and preparing students for future success.
We will advance English language proficiency for Multilingual Learners by delivering integrated, scaffolded instruction aligned to ELL and grade-level standards. Through collaboration between ENL and content teachers, students will engage in rigorous academic discourse, language-rich tasks, and	☐ NEW ☐ EXPAND ☐ REFINE	An analysis of NYSESLAT data, classroom performance, and teacher observations indicates that Multilingual Learners (MLLs) at the Expanding and Commanding levels are not demonstrating consistent growth in English language comprehension. While these students have foundational language skills, they continue to face

Instructional Key Strategies for Improvement

explicit vocabulary development. Instruction will leverage data to personalize supports, ensuring equitable access to high-quality instruction and accelerating students' academic language development across all domains—listening, speaking, reading, and writing.	challenges with academic vocabulary, complex sentence structures, and understanding grade-level texts. A targeted focus on this subgroup is essential to accelerate their progress toward English language proficiency and ensure equitable access to rigorous academic content.
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Implementation

How will we do this?

KEY STRATEGY 1		Reading Comprehension/Literacy
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?
Design and implement a schoolwide daily literacy block ("DEAR time") providing equitable access to high-quality, culturally relevant texts and builds strong reading habits across all grade levels.		When will this be in place?
First 10 minutes of the school day, every day.		August 2026
Develop a Reading Café Menu aligned to <u>grade-level</u> standards, incorporating higher-order questioning, student choice, and discussion to promote critical thinking and engagement.		August 2026
Analyze baseline data (iReady ELA and prior NYS data) to establish clear, measurable literacy goals and identify priority student groups for targeted support.		October 2026
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?		
Facilitate family engagement sessions to build shared understanding of high-quality instruction, literacy expectations, and the role of data in supporting student growth.		September 2026
Implement consistent use of the Reading Café Menu and daily reading routines, ensuring instruction is student-centered, culturally responsive, and aligned to grade-level rigor.		September 2026
Use baseline assessments and ongoing formative data to differentiate instruction and provide targeted supports through small-group and individualized instruction.		Ongoing
Engage students in goal-setting practices, empowering them to track their own reading progress and build ownership of learning.		October 2026
Develop a student-centered Micro Reading Agency that promotes leadership, choice, and equitable access to diverse texts, enabling students to actively engage in and take ownership of their literacy experiences.		October/November 2026
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?		
Conduct ongoing data cycles (Winter and Spring iReady) to evaluate progress and adjust instruction, ensuring responsive teaching practices that meet diverse learner needs.		Ongoing
Facilitate structured teacher collaboration to analyze data trends, share best practices, and refine instructional strategies aligned to high-quality instruction.		Ongoing
Support students in reflecting on their growth and revising goals, strengthening metacognitive skills and ownership of learning.		Ongoing
Ensure sustained focus on rigor, equity, and access to grade-level texts, with targeted interventions for students not yet meeting benchmarks.		Ongoing

Progress Monitoring

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

Instructional Key Strategies for Improvement

	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)	2025-2026 NYS ELA State Test Results: Focus on reading comprehension strands: identifying main idea, making inferences, using textual evidence, understanding vocabulary in context.	Develop Baseline Targets	
Mid-Year Benchmark(s) (outcome data)	iReady data: Track progress across the year and identify gaps in literal and inferential comprehension. Analyze student responses for ability to cite evidence, infer meaning, and summarize.	Approaching/Meeting/Exceeding Targets	
End-of-the Year Targets (outcome data)	iReady data: Track progress across the year and identify gaps in literal and inferential comprehension. Analyze student responses for ability to cite evidence, infer meaning, and summarize.	Approaching/Meeting/Exceeding Targets	

KEY STRATEGY 2		Writing Development
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?
Align writing instruction to NYS standards using rubrics that support clear, rigorous criteria for student success across grade levels.		When will this be in place?
Identify priority students using data to ensure equitable access to targeted, high-impact writing supports during intervention blocks (15% of the class).		August 2026
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?		
Provide job-embedded professional learning focused on evidence-based writing instruction, differentiation, and effective feedback practices.		September 2026
Implement authentic, cross-curricular writing opportunities that promote critical thinking, student voice, and real-world application.		September 2026
Use baseline data to set individualized and targeted writing goals, ensuring instruction is responsive to student strengths and needs.		September 2026 / October 2026
Engage teachers in collaborative data analysis and instructional planning to refine writing practices and ensure alignment across classrooms.		September 2026
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?		

Instructional Key Strategies for Improvement

Continue ongoing data cycles to monitor writing growth, adjusting instruction to ensure all students make progress toward grade-level expectations.	January 2027/May 2027
Provide structured opportunities for revision, reflection, and peer feedback, strengthening student agency and ownership of learning.	Ongoing
Analyze student outcomes to evaluate effectiveness of instruction and inform continuous improvement of teaching practices.	April 2027 / May 2027
Use end-of-year data to refine instructional strategies and plan for sustained improvement.	May 2027 / June 2027

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. What are our next steps? complete when reviewing data
Early Progress Milestones (implementation/outcome data)	2025-2026 NYS ELA Exam: Look at extended response and writing rubric scores to identify trends in organization, development, and conventions.	Develop Baseline Targets	
Mid-Year Benchmark(s) (outcome data)	Use writing tasks from PEAR common assessment/HMH to see how students perform across the year. Collect classroom-based writing samples	Approaching/Meeting/Exceeding Targets	
End-of-the Year Targets (outcome data)	Use writing tasks from PEAR common assessment/HMH to see how students perform across the year. Collect classroom-based writing samples	Approaching/Meeting/Exceeding Targets	

KEY STRATEGY 3		Expanding and Commanding MLLs achieve proficiency in ELA
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?
Identify target MLL students using NYSESLAT and ELA data to ensure strategic, data-informed planning for equitable support.		When will this be in place?
		August 2026
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Facilitate collaboration between ENL and content teachers to design integrated, standards-aligned instruction that embeds language development within rigorous academic content.		When will this be in place?
		September/October 2026
Implement structured academic language routines (e.g., sentence frames, discourse protocols, vocabulary development) to promote student participation and language acquisition.		Ongoing
Establish consistent professional collaboration structures (e.g., common planning, data meetings) to ensure alignment and shared accountability.		Ongoing

Instructional Key Strategies for Improvement

Use assessment data (iReady, classroom evidence) to differentiate instruction and provide targeted scaffolds for language development	September/October 2026
Monitor progress toward language proficiency goals, adjusting instruction to accelerate growth.	September/October 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Continue structured data-driven instructional cycles, using multiple data sources to refine supports and ensure student progress across all language domains.	January 2027
Strengthen student discourse and engagement in academic conversations, increasing opportunities for MLLs to demonstrate understanding.	February 2027
Support teachers in refining instructional practices through ongoing collaboration and reflection, ensuring alignment to high-quality instruction.	May 2027
Evaluate progress toward proficiency targets and ensure equitable outcomes for MLL students.	Ongoing

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)	2025-2026 NYSESLAT Results and 2025-2026 NYS ELA State test scores. Track progress in listening, speaking, reading, and writing domains. Identify students reaching commanding level of English proficiency.	Develop Baseline Targets	
Mid-Year Benchmark(s) (outcome data)	iReady ELA (Fall and Winter). Track progress in listening, speaking, reading, and writing domains. Identify students reaching commanding level of English proficiency.	Approaching/Meeting/Exceeding Targets	
End-of-the Year Targets (outcome data)	iReady ELA (Fall, Winter, Spring). Track progress in listening, speaking, reading, and writing domains. Identify students reaching commanding level of English proficiency.	Approaching/Meeting/Exceeding Targets	

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: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	2025-2026 NYSESLAT, 2025-2026 ELA NYS Test, June 2026 iReady results, iReady ELA Diagnostic, Student Sample writing and rubric	1, 2, 3	Approaching/Meeting/Exceeding Targets	
End-of-the Year Targets	iReady ELA (Fall, Spring and Winter), Student Sample writing and rubric	1, 2, 3	Approaching/Meeting/Exceeding Targets	

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 feel confident in my reading comprehension, writing skills, and English language abilities to succeed in school.	1, 2, 3		50% Agree	
Staff Survey	Our school effectively supports student growth in reading comprehension, writing skills, and English language development through targeted instruction and resources.	1, 2, 3		70% Agree	
Family Survey	I feel that the school provides effective support to help my child improve reading comprehension, writing skills, and English language learning.	1, 2, 3		40% Agree	

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>
We will improve student attendance by implementing schoolwide initiatives that recognize and celebrate consistent attendance, foster a positive school culture, and engage students and families through incentives, recognition programs, and community events that highlight the importance of being present and on time each day. Improved attendance will support consistent access to data-driven teaching practices, and academic supports, ultimately contributing to improved student achievement.	☐ NEW ☐ EXPAND ☐ REFINE	A comparison of attendance data from SY 2024-2025 and SY 2025-2026 indicates stagnation in overall attendance rates. We hope that creating an overall school culture where attendance is celebrated and rewarded will help to improve student attendance.
We will strengthen parent involvement and engagement by fostering consistent, two-way communication between home and school, creating meaningful opportunities for families to participate in school activities, and providing workshops and resources that empower parents to support their child's academic and social-emotional growth. Parent engagement is an essential element of student achievement, as it reinforces the impact of data-driven instruction and helps ensure that students receive the academic support they need both at school and at home.	☐ NEW ☐ EXPAND ☐ REFINE	A review of the SY 2025-2026 parent engagement revealed a need to increase parental involvement through the development of initiatives/celebrations that promote parent participation.

Implementation

(How will we do this?)

KEY STRATEGY 1		Attendance initiatives to celebrate student attendance
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?
Establish clear, schoolwide attendance expectations and systems in collaboration with office staff to ensure accurate, real-time data collection and monitoring.		When will this be in place? August 2026
Develop measurable attendance goals aligned to equity-focused outcomes, ensuring all student groups are represented and supported.		August 2026
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Facilitate family workshops and outreach efforts to build shared understanding of the importance of attendance and its impact on student achievement and well-being.		When will this be in place? October 2026
Implement ongoing data monitoring systems (monthly attendance reports) to identify trends, prioritize supports, and respond proactively to student needs.		Ongoing
Recognize and celebrate student attendance through inclusive, culturally responsive recognition systems that promote a positive and engaging school climate (every grade level)		Ongoing
Implement tiered attendance supports and incentives, including individualized goal setting, to address barriers and promote consistent attendance.		Ongoing
Engage students with attendance concerns in goal-setting and reflection practices, fostering ownership and responsibility for attendance.		September - December
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
Continue data-driven attendance cycles, using disaggregated data to refine strategies and ensure equitable outcomes for all student groups.		Ongoing
Sustain recognition systems and expand to include class-wide and community-based incentives, strengthening collective responsibility and school culture.		Ongoing
Collaborate with staff and families to adjust supports based on trends and student needs, ensuring continuous improvement.		Ongoing
Evaluate overall attendance initiatives to inform future planning and ensure sustainability.		December – June

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)	Attendance Data	Baseline: Review 2025-2026 attendance data to determine baseline	
Mid-Year Benchmark(s) (outcome data)	Attendance Data	Overall increase in attendance of .5%	
End-of-the Year Targets (outcome data)	Attendance Data	Overall increase in attendance of 1%	

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 2		Parent Engagement
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?
Establish a Parent Engagement Committee in partnership with the PTA to co-design meaningful opportunities for family involvement and strengthen home–school partnerships.		When will this be in place?
August 2026		
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Launch the school year with inclusive, culturally responsive engagement opportunities (e.g., Open House) that communicate high expectations and instructional priorities.		When will this be in place?
September 2026		
Provide family workshops (e.g., attendance, literacy, student supports) to build capacity for families to actively support student learning at home.		Ongoing
Facilitate ongoing Parent Engagement Committee collaboration to ensure family voice is embedded in decision-making and school initiatives.		Ongoing
Implement a variety of family engagement events (e.g., celebrations, performances, school activities) that encourage participation and strengthen relationships.		Ongoing
Use participation data and feedback to continuously refine engagement strategies, ensuring accessibility and inclusivity for all families.		December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
Expand opportunities for authentic family engagement, including experiences such as “Bring Your Parent to Micro-Society Work Day,” promoting real-world connections to student learning.		When will this be in place?
Ongoing		
Continue consistent two-way communication and collaboration structures with families to support student success.		Ongoing
Sustain implementation of diverse engagement opportunities that reflect student and community interests.		Ongoing
Analyze family participation data to evaluate impact and identify areas for growth and increased access.		April/May 2027
Use findings to strengthen long-term family engagement systems aligned to equitable outcomes.		May/June 2027

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)	PTA event data	Baseline information on parent involvement at school events for the 2025-2026 school year.	
Mid-Year Benchmark(s) (outcome data)	Attendance sheets for parent events	Increase in parent involvement of 5%	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	Attendance sheets for parent events	Increase in parent involvement of 1%	
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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: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Attendance Data, Attendance Sign-in sheets for Parent Events	1, 2	Increase of .5% in overall student attendance	
End-of-the Year Targets	Attendance Data, Attendance Sign-in sheets for Parent Events	1, 2	Increase of 1% in overall student attendance	

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	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	Attending school regularly and having my parents or guardians involved in my school activities are important for my learning and success.	1, 2		30% Agree	
Staff Survey	Consistent student attendance and active parent engagement are critical factors in improving student achievement at our school.	1, 2		90% Agree	

Non-Instructional Key Strategies for Improvement

Family Survey	Regular school attendance and my involvement in school activities are important for my child's academic success.	1, 2		50% Agree	
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Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice**, **providing opportunities to practice democracy**, and **promoting civic engagement**.

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2026-27 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Students Reimagining School
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Kimberly O'Connell	Principal		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26
Yamile Leon	Assistant Principal		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26
Elisa Rosario	Alternate Union Representative		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26
Jessica Tufo-Gizzi	Elementary Teacher		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26
Elaine Vitale	Reading Teacher		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26
Maria Randazzo-Bruno	Middle School Teacher		5/19/26	5/19/26	5/28/26	5/28/26	6/2/26	6/2/26

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.