



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Schoharie Central School District	Schoharie Jr./Sr. High School	6-12

### Collaboratively Developed By:

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*And in partnership with the staff, students, and families of the Schoharie Central School District.*

## 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 2025-26 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
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	X
<a href="#">Evidence-Based Instructional Methods</a>	
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	X
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	
<a href="#">Restorative Practices</a>	

**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 interviews both confirmed and gave new insight to our previous data analysis. Hearing directly from students about their experience both in school and in class provided invaluable information to drive our planning. The interview responses confirmed our initial findings including a need to provide more specific feedback to students and differentiate instruction. The students were able to provide additional insights to our team around the challenge of balancing school and home as well as the importance of a wide variety of opportunities for students.

## 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.**

The subgroup identified for our building is 6-8 Students with Disabilities. Through our needs assessment we determined that implementing MTSS, improving our data literacy and usage, and engaging in more effective communication with all stakeholders will improve performance across the board. Specific to our subgroup, improving all staff analysis and usage of data will allow staff to be more responsive to students' instructional needs. This will help staff provide needed instruction in a timely fashion to better meet the needs of our students with disabilities.

## 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.

<b>KEY STRATEGY</b> (What are we doing?)	<b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<b>WHY:</b> 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>
Increase data usage and build data literacy	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Throughout the needs assessment process, stakeholders discussed a variety of data. This included assessment, attendance, and referral numbers, as well as survey data and qualitative student interview data. Looking at this information at the district and building level gave the team insights into areas of need. These insights led to further discussions about how data is being used across the district to support instruction.  As a district we are working to increase access to data for departments and teachers. In the 24-25 school year, department chairs received access and training on the Tableau system through NERIC.  Beginning in the 25-26 school year, this Key Strategy of increasing data usage and building data literacy, will expand on the existing training. By building data literacy we will increase staff application of data in instruction. Student interviews indicated that feedback from teachers tended to be very surface level - such as “good job” or “fix this” but generally was not specific to how they could continue to grow. Building data literacy will lead to increased understanding by staff of where students are and what they need to improve student outcomes thus improving teacher responsiveness to student needs.  Specially, this will address the needs of our identified subgroup by increasing staff abilities to be more responsive to student needs including goals as denoted on an IEP or 504, as well as growth toward instructional goals on a regular basis rather than waiting until longer reporting periods have passed.
Expand our current IST process to implement MTSS K-8	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	During the Envisioning, team members indicated we want our school to be a place where students with a wide variety of needs can all experience success. While analyzing our data, the team noticed that not only does our identified subgroup (Students with disabilities) fall

## Instructional Key Strategies for Improvement

	<p>short of proficiency with 100% of students scoring at level 1 and 2, but that all students were also not performing as expected with 70-90% of students scoring level 1 and 2 in ELA and/or Math. In addition, our analysis revealed that in ELA specifically, the scores across the state were beginning to rebound from the post-COVID dip with the ELA State Average from the last 3 years at 134.8, 134 and 129.7. However, our scores in ELA were continuing to trend down with the district ELA Performance Index over the last three years at 117.2, 99.7, and 83.3 and the Performance Index for our identified subgroup (Students with disabilities) trending even lower at 40, 23.1 and 11.5. Further, our student interview panels indicated that they are comfortable asking teachers for help but that they generally felt like if they didn't get it they had to figure it out on their own.</p> <p>This prompted discussion about why students in our current school structure were not experiencing success. Through these conversations we recognized a lack of continuity in classroom and intervention instruction. The team also identified unclear expectations for AIS classes at the Jr./Sr. high level. Both our Elementary and Jr./Sr. High Schools have gone through an implementation of the IST process. The feedback from staff members on the team was that this has become a conduit for Special Education classification. For this Key Strategy we will be expanding the IST process by implementing a consistent MTSS process beginning at grades K-8. Expanding our process will begin with a strong focus on application of our improved data literacy in strong Tier 1 instruction for all by clarifying each tier, as well as what data of student growth and teacher pedagogical moves are needed to initiate an IST meeting. This will also provide key trends in professional development needs for teachers as related to our state supported evidence-based intervention of ongoing job embedded PD. Increasing access to differentiated and scaffolded instruction in the classroom setting will improve outcomes for all students including those represented by our identified subgroup.</p>
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## Implementation

### *How will we do this?*

<b>KEY STRATEGY 1</b>	Increase data usage and build data literacy
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Identify consistent data protocol for use by all teams in 25-26 SY	September 2025
Identify District MTSS Team and TSI team	July/Aug 2025
Schedule and participate in data literacy book study – includes MTSS Team, TSI Team, ELA/Math/SpEd Curriculum Coordinators & ELA/Math/SpEd Department Chairs	Summer 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?

Instructional Key Strategies for Improvement

Data protocol built into meeting agendas Faculty Meeting, Department Chair and Curriculum Coordinator Meetings, Department/Grade Level for ELA/Math/SpEd	September 2025
Tier 1 data review for academic data following K-8 benchmarks	Month after Benchmark Completed (Oct, Feb, Jun) 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Continue Data protocol built into meeting agendas Faculty Meeting, Department Chair and Curriculum Coordinator Meetings, Department/Grade Level for ELA/Math/SpEd	January 2026
Tier 1 data review and response analysis for academic data following K-8 benchmarks	Month after Benchmark Completed (Oct, Feb, Jun) 2025 - 26

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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Meeting agendas and minutes	100% of meeting agendas and minutes reflect data review protocol completed	85% of meeting agenda reflected format and data review protocol
<b>Mid-Year Benchmark(s)</b> (outcome data)	Meeting agendas and minutes	100% of agendas and minutes indicate application of response measures and follow up reflection in next cycle of data review/analysis	100 % of agendas and minutes reflect format and agenda review protocol - notice/wonder.
<b>End-of-the Year Targets</b> (outcome data)	Meeting agendas and minutes	100% of agendas and minutes indicate application of response measures and follow up reflection in next cycle of data review/analysis	100 % of agendas and minutes reflect format and agenda review protocol - notice/wonder; lacks next cycle in data analysis

**KEY STRATEGY 2**

Expand our current IST process to implement MTSS K-8

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Identify members of the district MTSS team	Summer 2025

## Instructional Key Strategies for Improvement

Summer book study for team members to building knowledge/capacity	Summer 2025
Review and revise MTSS Building Level Agendas and Calendar of meetings	Summer 2025
Review existing AIS plan and compare to regional exemplars	Summer 2025
Procure/obtain resources for Tier 1 ELA curriculum K-8	Summer 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Tier 1 building level data review following benchmarks – scheduled full meeting to include District MTSS Team, ELA/Math Curriculum Coordinators, & ELA/Math Department chairs	25-26 SY - Oct, Feb, Jun
Document ongoing process and work to revise/expand MTSS plan (target completion date summer 26)	Sept 2025
Implement consistent high quality ELA curriculum at Tier 1 in all K-8 ELA classes	Sept 2025
Provide ongoing professional development and support of curriculum implementation	Sept 2025
Evaluate the fidelity of use and support of existing Math curriculum K-8 including assessments	Sept 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
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?
Tier 1 building level data review following benchmarks – scheduled full meeting to include District MTSS Team, ELA/Math Curriculum Coordinators, & ELA/Math Department chairs	25-26 SY - Oct, Feb, Jun
Document ongoing process and work to revise/expand MTSS plan (target completion date summer 26)	Ongoing 25-26 SY
Continue to support the implementation of a consistent high quality ELA curriculum at Tier 1 in all K-8 ELA classes	Ongoing SY 25-26
Provide ongoing Professional development and support of curriculum implementation	Ongoing SY 25-26
Continue to evaluate the fidelity of use and support of existing Math curriculum K-8 including assessments	Ongoing SY 25-26

### 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Meeting agendas	MTSS Team members are identified and specific roles assigned, along with topics for repeated agenda items.	Team members identified; curriculum acquired; plan reviews and targeted PD in-progress
	Professional development	Curriculum materials acquired and ELA teachers participate in initial implementation training (sept 2025).	
	MTSS Plan	Exemplars identified and existing plan reviewed.	

### Instructional Key Strategies for Improvement

<b>Mid-Year Benchmark(s)</b> (outcome data)	Meeting agendas and minutes	100% of MTSS agendas and minutes indicate team member participation in specified roles.	PD in-progress for scheduling with school district
	Professional development training	100% of K-8 ELA teachers will complete the required professional development sessions for the curriculum resource.	
<b>End-of-the Year Targets</b> (outcome data)	Meeting agendas and minutes	100% of MTSS agendas and minutes indicate team member participation in specified roles.	100% of agendas maintain core team participation in MTSS meetings; PD will take place in 2026-27 school year; MTSS plan not completed for Superintendent review and BOE approval.
	Professional development training	100% of K-8 ELA teachers will complete the required professional development sessions for the curriculum resource.	
	MTSS plan	A completed MTSS plan is delivered to Superintendent and BOE for approval by EOY.	

## 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>
<b>Mid-Year Benchmark(s)</b>	iReady ELA and Math	1&2	100% of students grew at least 8 percentage point from BOY to MOY.	ELA - 7.7% Math - 3.3%

### Instructional Key Strategies for Improvement

	Assessment from established ELA and Math curricula	1&2	100% of students grew at least 8 percentage point from BOY to MOY.	
<b>End-of-the Year Targets</b>	iReady ELA and Math	1&2	100% of students grew at least 8 percentage point from MOY to EOY.	ELA - 52.1% Math - 55.6%
	Assessment from established ELA and Math curricula	1&2	100% of students grew at least 8 percentage point from MOY to EOY	

### 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	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)
<b>Student Survey</b>	Students may not know their own learning styles- but teachers had “a way of teaching” and it was up to the students to figure it out.	<p>Continue to support the implementation of a consistent high quality ELA curriculum at Tier 1 in all K-8 ELA classes</p> <p>Evaluate the fidelity of use and support of existing Math curriculum K-8 including assessment</p>		Students report teachers work to understand how they learn and feel that lessons are delivered for multiple learning styles	2026 survey (Gr. 9–12): 63% favorable on "asked to think deeply and learn from mistakes" (Q1) and 59% on "teachers give support without removing challenge" (Q3). Students report more rigorous, differentiated instruction than in 2025, suggesting movement toward the goal

Instructional Key Strategies for Improvement

<p><b>Student Survey</b></p>	<p>Grade 6-12 Low Engagement in their classes: interest level, use of school knowledge in daily life, important to do well, appreciates school</p>	<p>Continue to support the implementation of a consistent high quality ELA curriculum at Tier 1 in all K-8 ELA classes</p> <p>Evaluate the fidelity of use and support of existing Math curriculum K-8 including assessment</p>	<p>19% favorable rating across Grades 6-12</p>		<p>2026 survey (Gr. 9–12): 52% favorable on "connection makes me want to come to school" (Q18) and 63% on "I can share ideas and teachers listen" (Q8) — both strong gains.</p>
<p><b>Staff Survey</b></p>	<p>Feedback and Coaching</p>	<p>Provide ongoing professional development and support of curriculum implementation</p> <p>Increase data usage and build data literacy</p>	<p>34% Favorability Rating in Staff Survey (Fall)</p>	<p>Increase in overall favorability rating to &gt; 65% in Feedback and Coaching</p>	<p>The most relevant questions are Q1 (PD, coaching, and collaborative planning focus on the same priorities): 41% favorable; Q4 (PD reinforced through coaching and collaborative time): 23% favorable; Q13 (instructional vision reinforced through planning, feedback, and leadership communication): 36% favorable. These results fall well short of the &gt;65% target and indicate that alignment between professional development and coaching remains a key area of need heading into 2026–27.</p>
<p><b>Family Survey</b></p>	<p>Family Survey Q8 - How well does your child learn from</p>	<p>Increase data usage and build data literacy</p>		<p>10% increase in favorable</p>	<p>The 2026 family survey did not include an identical</p>

Instructional Key Strategies for Improvement

	<p>feedback about his/her work.</p> <p>Q5 - How confident are you in your ability to make sure your child's school meets your child's learning need?</p>	<p>Continue to support the implementation of a consistent high quality ELA curriculum at Tier 1 in all K-8 ELA classes</p>	<p>61% favorable rating</p> <p>52% favorable rating</p>	<p>rating in both areas</p>	<p>question. Closest proxy: Q3 — "my child is regularly challenged to think deeply and explain their ideas, not just complete assignments": 53% favorable, and Q8 — "the school treats my child fairly and holds them to high expectations": 73% favorable. The high-expectations result exceeds the target threshold, though the deep thinking/feedback item falls short at 53%. Mixed result — expectations perception is strong but instructional challenge perception remains moderate.</p>
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## 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?	<b>WHY:</b> 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>
Improving effectiveness of our communication to develop shared understanding and strengthen the relationships between school, home and community.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Engaging in the needs assessment with a variety of stakeholders further reinforced the need for strong communication among all. The impact on staff, students, and families' ability to fully engage as members of the team for student success was evident throughout. In our team as well as our survey data, family expectations and school or staff expectations did not always seem to align. In addition, student interviews indicated that they didn't feel that there was understanding on how much students are managing both in school and at home. During the 24-25 school year, the district launched the ParentSquare communication platform to begin improving communication between school, home, and students. Building on that foundation, this Key Strategy will have us explore ways to improve not only what we communicate by how we build a shared understanding as a school community. Developing a common understanding and improving the effectiveness of our communication will improve student outcomes in a variety of ways. It will increase the collaboration between students, staff, and families to improve student outcomes. In addition, it will build understanding around course expectations but also assessments and achievement measures. Strengthening

## Non-Instructional Key Strategies for Improvement

		communication will benefit our identified subgroup. This key strategy will result in clear, consistent messaging and build opportunities for deeper partnership with parents/guardians, strengthening the home- school connection thereby widening the scope of strategies and supports for our identified students.
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## Implementation

*(How will we do this?)*

<b>KEY STRATEGY 1</b>	Improving effectiveness of our communication to develop shared understanding
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
fully transition to ParentSquare for all district, building, and classroom communication	July 2025
calendar family engagement events for school year	Summer 2025
identify community-based events that the school can be part of to share information	Summer 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
plan and implement family engagement events (ELA, MATH, SEL), with input from staff and parents/guardians	Sept 2025
ongoing training for staff and parents/guardians in ParentSquare and its features	Sept 2025
Monthly grade level and/or department collaboration around frequency and substance of parent/school communications	Sept 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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 to plan and implement family engagement events (ELA, MATH, SEL), with input from staff and parents/guardians	Jan 2026
ongoing training for staff and parents/guardians in ParentSquare and its features	Jan 2026
Continue monthly grade level and/or department collaboration around frequency and substance of parent/school communications and communicate feedback to district team for additional support needed	Jan 2026

## 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>

Non-Instructional Key Strategies for Improvement

<p><b>Early Progress Milestones</b> (implementation/outcome data)</p>	<p>engagement data from ParentSquare posts</p>	<p>100% of staff communicating with families using the platform  75% of families engaged with posts</p>	<p>ParentSquare is primary communication platform for Schoharie CSD. 99.6% of families are able to be reached.</p>
<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p>Participation/attendance in engagement events exit survey data from events</p>	<p>The number of families participating in engagement events will increase 5% each month.  80% of participants will complete the exit survey</p>	<p>Engagement events have grown since January 2026 with 2 attendees; 40 attendees in February; 32 in March; virtual event in April had less attendees.</p>
<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p>Participation/attendance in engagement events Exit survey data  Engagement data with ParentSquare</p>	<p>The number of families participating in engagement events will increase 5% each month. 80% of participants will complete the exit survey  100% of staff communicating with families using the platform  90% of families engaged with posts</p>	<p>100 % of families engaged with posts; ParentSquare remains primary communication platform for Schoharie CSD</p>

## 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.

	<p>What student data will we be reviewing?</p>	<p>What Key Strategies are intended to directly impact this student data?</p>	<p>What do we hope to see when we review that student data?</p>	<p>What we ended up seeing: <i>(complete when reviewing mid-year data)</i></p>
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Non-Instructional Key Strategies for Improvement

<p><b>Mid-Year Benchmark(s)</b></p>	<p>Student focus group responses</p>	<p>Improving communication</p>	<p>In the student focus groups, 12 of the 20 students who participated indicated they feel like teachers are not aware of how home impacts school. 20% increase in responses from students that they and/or their family feel more connected with the school</p>	<p>Student Q10 (expectations consistent across classes): 55% favorable; Q4 (teachers have similar expectations for good work): 48% favorable; Q16 (attendance expectations feel consistent across classes): 59% favorable. Rather than improving from the 74% baseline, these results suggest cross-class consistency remains a significant challenge. Coordinating teacher expectations and workload across classrooms should remain a priority for 2026–27.</p>
<p><b>End-of-the Year Targets</b></p>	<p>Student focus group responses</p>	<p>Improving communication</p>	<p>10% increase in responses from students that they and/or their family feel more connected with the school based on mid year benchmark progress</p>	<p>Student Q10 (expectations consistent across classes): 55% favorable; Q4 (teachers have similar expectations for good work): 48% favorable; Q16 (attendance expectations feel consistent across classes): 59% favorable. Rather than improving from the 74% baseline, these results suggest cross-class consistency remains a significant challenge. Coordinating teacher expectations and workload across classrooms should remain a priority for 2026–27.</p>

**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:

	<b>Survey Question(s) or Statement(s)</b>	<b>Corresponding Key Strategies</b>	<b>2024-25 data if available (e.g., % agree or strongly agree)</b>	<b>Desired response (e.g., % agree or strongly agree)</b>	<b>What we ended up seeing: (complete once Spring survey results are available)</b>
<b>Student Survey</b>	Nearly all students referenced workloads- it seems to students that teachers weren't aware of all the work everyone gives out.	Improving effectiveness of our communication to develop shared understanding and strengthen the relationships between school, home and community.	74 % favorability	85% favorability	2026 Q16 (Gr. 9–12): 59% favorable on "expectations about being on time and attending feel the same across classes." Q10 shows 55% on consistent work expectations across classes — below the 85% target and below the 74% baseline, suggesting cross-teacher coordination of workload expectations remains a challenge.
<b>Staff Survey</b>	When the school makes important decisions, how much input do teachers have?	Improving effectiveness of our communication to develop shared understanding and strengthen the relationships between	16% favorability regarding teacher input 30% favorability regarding	25% favorable for teacher input	The 2026 teacher survey did not include a direct question about teacher input in

Non-Instructional Key Strategies for Improvement

	<p>How effectively do school leaders communicate important information to teachers?</p>	<p>school, home and community.</p>	<p>communication of important information</p>	<p>45% favorable regarding communication of important decisions</p>	<p>decisions. Closest proxy: Q19 — "the district has processes in place to understand and respond to challenges we face in implementing its expectations": 23% favorable. This suggests teachers still feel limited voice in shaping district direction, falling short of the 25% target and pointing to a continued need for structured teacher input mechanisms. Most relevant 2026 results: Q13 — "vision for high-quality instruction reinforced through planning, feedback, and leadership communication": 36% favorable; Q3 — "professional learning during staff meetings and conference days</p>
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Non-Instructional Key Strategies for Improvement

					<p>connects to ongoing instructional priorities": 31% favorable; Q12 — "I am clear on the teaching practices our school wants all teachers to use consistently": 46% favorable. Clarity on expectations has improved modestly (46%), but coherent communication from leadership about instructional priorities remains well below the 45% target on most relevant measures.</p>
<p><b>Family Survey</b></p>	<p>Who do you think is principally responsible for...ensuring good communication between home and school?</p>	<p>Improving effectiveness of our communication to develop shared understanding and strengthen the relationships between school, home and community.</p>	<p>42% respond communication is a problem (small-large)</p>	<p>75% state not a problem</p>	<p>The 2026 family survey shows meaningful progress on communication. Q10 — "I feel welcome to share ideas or concerns and the school listens": 59% favorable; Q11 — "the school keeps me informed about my child's</p>

Non-Instructional Key Strategies for Improvement

					<p>progress and any support they may need": 59% favorable; Q15 — "the school communicates clearly about attendance expectations": 79% favorable. The 75% target is reached on attendance communication specifically, and overall communication perception has improved substantially. However, Q6 — "communication helps me understand how learning connects year to year": only 50% favorable — suggests continuity communication remains an area to strengthen. Combined with ParentSquare reaching 99.6% of families and growing event attendance (2 → 40 → 32</p>
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### Non-Instructional Key Strategies for Improvement

					attendees), the communication strategy shows real traction even if not all targets are fully met.
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## 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.

## Our Team's Process

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	Plan Writing and Revision	Present / Analyze draft plan
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/6</i>	<i>3/13</i>	<i>3/20</i>	<i>3/27</i>	<i>4/10</i>	<i>5/8</i>	<i>5/21</i>	<i>5/29</i>	<i>6/13</i>
Matthew Wright	Director of Curriculum and PPS	x	x	x	x			x	x	x
David Russell	Principal, Jr./Sr. High School	x	x		x		x	x	x	x
Betsy Wright	Principal, Elementary School	x	x		x	x		x	x	x
Curt Dutcher	Parent	x	x	x	x	x	x	x	x	x
Michelle Scherer	Parent	x	x	x	x			x	x	x
Adrienne Bush	MS Math	x	x	x	x	x	x	x	x	x
Katherine Skaar	5th Grade	x	x	x	x	x		x	x	x
Brittany Heintz	MS SPED	x	x	x	x	x	x	x	x	x
Carey Raymond	MS SPED	x	x	x	x	x	x	x	x	x
Rylie Smith	MS/HS Science	x	x	x	x		x	x	x	x
Gabrielle Warren	MS School Counselor	x	x	x	x	x	x	x	x	x
Kelly Fagnani	School Psychologist			x	x			x	x	x

## Next Steps

### Sharing the Plan

#### 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 2025-26 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.



# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan 2025-26

District	School Name	Grades Served
Schoharie CSD	Schoharie Jr Sr HS	6-8

## School-Level SIG Expenditure Plan

### Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

### Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

1. <a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	9. <a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>
2. <a href="#">Community Schools</a>	10. <a href="#">Instructional Coaching</a>
3. <a href="#">Elementary School Looping</a>	11. <a href="#">Middle School Flexible Scheduling</a>
4. <a href="#">Establish an Early Warning Intervention and Monitoring System</a>	12. <a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>
5. <a href="#">Evidence-Based Instructional Methods</a>	13. <a href="#">Ongoing Job-Embedded Professional Development</a>
6. <a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	14. <a href="#">Principal Leadership Development</a>
7. <a href="#">High-Quality Instructional Materials</a>	15. <a href="#">Professional Learning Communities</a>
8. <a href="#">High-Quality Tutoring</a>	16. <a href="#">Restorative Practices</a>

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

### Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

## SIG Expenditure Plan

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

### Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

- Code 15: Professional Salaries
- Code 16: Support Staff Salaries
- Code 20: Equipment
- Code 40: Purchased Services
- Code 45: Supplies and Materials
- Code 46: Travel
- Code 49: BOCES Services

### Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

## Instructional Key Strategy Implementation

### INSTRUCTIONAL KEY STRATEGY 1    Increase data usage and build data literacy

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>Summer Book Study - Staff</b>	MTSS	<b>15</b>	11060.00

### TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY    11060.00

### INSTRUCTIONAL KEY STRATEGY 2    Expand our current IST process to implement MTSS K-8

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>EL Education Curriculum</b>	5, 7	<b>45</b>	25,833.00
<b>EL Education Professional Development</b>	7	<b>40</b>	11834.00
<b>Executive Functioning Curriculum SOAR for Middle School Students</b>	7	<b>40, 45</b>	2283.00 (40) 3570.00 (45)
<b>Everyday Speech Program</b>	7	<b>40</b>	6000.00

SIG Expenditure Plan

Literacy Coach Grades 3-6 Stipend	12	15	3500.00
ELA Dept Chair Stipend	12	15	4500.00
Math Dept Chair Stipend	12	15	4500.00

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY 62020.00**

### Non-Instructional Key Strategy Implementation

<b>NON-INSTRUCTIONAL KEY STRATEGY 1</b>	Improving effectiveness of our communication to develop shared understanding
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Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Parent Square Voice	12	49	6000.00
Assistance with Parent transportation	12	40	5000.00
Parent Engagement Events Light refreshments	12	40	300.00
Parent Engagement Events Staffing 10 events, 3 hours each, 4 instructional staff per event (Rate \$43.37hr)	12	15	5205.00

**TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY 16,505.00**

### Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Panorama Education (Surveys)	Plan Monitoring	49	4500.00
BOCES Liaison Support	Plan Monitoring	49	3450.00

**TOTAL AMOUNT FOR PLAN MONITORING 12450.00**

### 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Panorama Education (Surveys)	Plan Monitoring	49	4500.00

**TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT 4500.00**