



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan

2025-26

2026-27

District	School Name	Grades Served
Lyncourt Union Free School District	Lyncourt School	UPK-8

## Collaboratively Developed By:

**The Lyncourt School SCEP Development Team**

- Kellisha Mosley, Parent**
- Cassandra Hall, Parent**
- Ray Quinones, Parent**
- Kimberly Davis, Building Principal**
- Melissa MacCollum, Administrative Intern**
- Heather Tennant, 7th & 8th Grade Math Teacher**
- Karri Chase, Special Education Teacher**
- Meghan Cunningham, English Language Learner Teacher**
- Randi Sherman, School Social Work**
- Laura Ryan, 5th grade Teacher**
- Amy MacCaull, School Counselor**
- Katie Mahoney, Director of Special Education**
- Amy Rotundo, District Data and Curriculum Coordinator**

*And in partnership with the staff, students, and families of the Lyncourt School Community*

## 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 fulfill the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26 26-27
<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>	
<b><a href="#">Establish an Early Warning Intervention and Monitoring System</a></b>	<b>X</b>
<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>	
<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>	
<b><a href="#">Ongoing Job-Embedded Professional Development</a></b>	<b>X</b>
<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 SCEP Team carefully reviewed the student feedback from the interview process. Some of the key points that influenced our decision to provide our staff with ongoing, embedded professional development and to implement an Early Warning Intervention and Monitoring system include:
  - More than 50% of students felt that they get stressed out with homework and that teachers give too much homework. They felt like homework doesn't make them better students.
  - Students consistently asked for more opportunities to earn incentives for social time with peers and breaks from the daily routine
  - More than 60% of students indicated they prefer and would like more small group instruction for learning.
  - Numerous students requested morning activities that are more engaging and interesting to start their day, instead of work they feel is given to keep them busy.
  - 39% of students responded that the strategies their teachers use don't always help them understand or learn to the best of their abilities.

#### 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 SCEP Team strongly feels the instructional strategy of "Ongoing Job-embedded Professional Development" will improve our subgroup performance based on numerous data points analyzed during our Needs Assessment. In addition to the subgroups' performance on the New York State 3-8 ELA and Math assessments, some of the additional data points include:
  - Only 27% of staff felt prepared with test prep strategies: Ongoing Professional Development will provide the knowledge and strategies teachers need to provide students evidence-based instruction, targeted to the needs of our student subgroups.
  - **Update from Survey 2026: 28% of staff felt prepared with test prep strategies**
  - Only 39% of students surveyed felt satisfied with current instructional delivery methods: With embedded professional development and instructional support, teachers will have the training necessary to plan and implement more effective and equitable strategies, so they are able to increase the levels of preparedness while increasing students' confidence and engagement.
  - 
  - Lyncourt's English Language Learner enrollment has risen from 5% in 2014 to 12% in 2024. 50% of newcomers are Hispanic. A professional development specialist can provide our staff with research-based, highly effective instructional approaches and build classrooms that are more culturally responsive.
- The SCEP Team also strongly feels the instructional strategy of an "Early Warning Intervention and Monitoring System" will improve our subgroup performance based on our student subgroup performance on NYS assessments and numerous data points analyzed during our Needs Assessment. Some of these data points include:
  - Lyncourt's Chronic Absenteeism rate has risen from 13% in 2013 to 20% in 2025.

## Evidence-Based Intervention

- Black/African-American students make up 19% of the total enrollment at Lyncourt UFSD, however, they make up 22% of the Chronic Absent population. Hispanic students make up only 14% of the total enrollment at Lyncourt UFSD, but comprise 25% of the Chronic Absent population. Having an Early Warning Intervention and Monitoring System will give our school a system for oversight and responsiveness to many of the significant factors impacting our subgroup performance. Having a multi-disciplinary team of stakeholders meeting weekly to review student data on attendance, academic performance, social-emotional skills and to increase parent involvement and communication will have a significant impact on our student subgroup population.
- Only 15% of teachers agreed with the statement, “I feel equipped with the resources and support needed to help address student absenteeism”. Implementing an Early Warning Intervention and Monitoring System with a new attendance monitoring platform and thorough training and embedded professional development will equip our staff with the resources and support they need to better address student absenteeism and the factors impacting our subgroup attendance challenges.
- **Update from Survey 2026: 30% of staff felt equipped with the resources and support needed to help address student absenteeism.**
- From the Parent and Family survey feedback, only 17% of respondents felt informed about ELL services, 26% were informed about Reading Interventions, 19% were informed about Extended Academic Supports for 7th/8th grade, and 20% were informed about Math Intervention Services. Implementing an Early Warning Intervention and Monitoring System with consistent parent and family communication and including parents as partners within the system, will ultimately improve our subgroups’ overall academic and SEL skills.
- **Update from Survey 2026: 36% of Students and families are aware of and actively engage with the programs and services offered through our community partnerships.**
- 27% of our 6th-8th grade Hispanic/Latino students self-report as having difficulty with relationship and social skills. The Early Warning Intervention and Monitoring team will utilize BIMAS data to gauge the social and emotional supports our students may need more of. Grade level teams will meet weekly with the EWIMS leaders that include members of the Student Support Team, in order to collaborate on and improve approaches to better support our subgroup population.

## 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>
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Evidence-Based Intervention

		<p><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></p>
<p>Ongoing Job-Embedded Professional Development</p>	<p><b>XNEW</b>  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>This strategy was chosen due to the staff’s survey data of wanting more Professional Development and Instructional Strategies to improve students’ academic achievement, specifically in reading, writing and math. The team’s decision to implement this strategy is based on the data we analyzed below:</p> <ul style="list-style-type: none"> <li>● <b>NYS Testing Data Variation:</b> 27% of all Lyncourt students passed the 2024 NYS 3-8 ELA assessment, however, only 13% of Black/African-American students and 20% of Hispanic students passed.</li> <li>● <b>NYS Testing Data Variation:</b> 28% of all Lyncourt students passed the 2024 NYS 3-8 Math assessment, however, only 14% of Black/African-American students and 10% of Hispanic students passed.</li> <li>● <b>NYS Testing Data Variation:</b> 10-30% gap between all students’ performance on the multiple-choice and extended response questions on both NYS ELA and Math 3-8 assessments.</li> <li>● <b>Staff Survey:</b> Professional development opportunities at my school effectively support test preparation strategies. 27% agreement <b>(2026 Update: 28%)</b></li> <li>● <b>Student Interviews:</b> 39% of students responded that the strategies their teachers use don’t always help them understand or learn to the best of their abilities. These students responded that other types of learning activities would help them be more successful, such as more small-group instruction, working with a peer of the same ability level, more creative project-based learning, and setting individual goals.</li> <li>● <b>Student Interviews:</b> 40% of students responded that they feel like homework and some classwork assignments are more busy work than actually helping them learn.</li> <li>● <b>Local Data Analysis:</b> Lyncourt’s English Language Learner enrollment has risen from 5% in 2014 to 12% in 2024. 50% of newcomers are Hispanic.</li> <li>● <b>Parent and Family Survey Feedback:</b> For services provided, 17% were informed about ELL services, 26% were informed about Reading Interventions, 19% were</li> </ul>

Evidence-Based Intervention

		informed about Extended Academic Supports for 7th/8th grade, and 20% were informed about Math Intervention Services. <b>(2026 Update: 36%)</b>
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## Implementation

### How will we do this?

#### KEY STRATEGY 1

#### Ongoing Job-Embedded Professional Development

- For each Key Strategy, the plan outlines a sequence of progressive steps detailing how activities will unfold throughout the year, including the progression of training and support.

BEFORE THE 1 <sup>st</sup> 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?
1. Create, post, and hire a new Professional Development Specialist for Lyncourt School.	June 2025
2. Members of the School Improvement Team will meet with all instructional school staff to review the SCEP and implementation plan for 2025-26. Staff will be able to ask questions and the team can offer clarification, discuss the supports that will be in place and training opportunities available over the summer. (see steps 6 & 7 below)	June 2025 <b>Complete</b>
3. The District Data and Curriculum Coordinator will meet with all classroom teachers of mathematics in PLC teams, to complete our year-long math priority standards district review and vertical realignment, to ensure we are meeting Next Generation Learning Standards in our instruction and program, in UPK-8 <sup>th</sup> grade.	May-June 2025 <b>Complete</b>
4. The Building Principal will meet with the Professional Development Specialist to review the SCEP, expectations for implementation, and all of the data generated from the Needs Assessment. They will collaboratively develop a monthly schedule for regular PLC meetings to ensure consistent communication and collaboration throughout the year.	July 2025 <b>Complete</b>
5. The District Data and Curriculum Coordinator will work with the Professional Development Specialist to develop and plan ongoing professional development sessions for the 2025-26 school year. Based on the Needs Assessment and root causes of student subgroup performance gaps, the focus will be on evidence-based, highly effective, and culturally responsive instructional literacy and writing strategies. The instructional strategies will be aligned with the curriculum, and the professional development specialist will provide collaborative opportunities for teachers to develop interactive and engaging activities.	July-August 2025 <b>Complete</b>
6. Teachers will be provided with engaging, collaborative, and active learning Professional Development opportunities during the summer on creating common formative assessments on our District Math Priority Standards for 2025-26 implementation. Teachers will also collaboratively meet during PLC time to create Beginning, Middle, and End of Year assessments to gauge student growth towards Next Generation Learning and district priority standards.	July-August 2025 <b>Complete</b>
7. The Professional Development Specialist will provide teachers with expert guidance on evidence-based teaching practices in literacy and writing, tailored to meet teachers' individual	August 2025 <b>Complete</b>

Evidence-Based Intervention

<p>needs and the instructional needs of students, including special populations (ex: English Language Learners, students with disabilities, and students with learning gaps).</p>	
<p><b>FIRST HALF OF THE YEAR IMPLEMENTATION</b></p>	
<p>What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?</p>	<p><b>When will this be in place?</b></p>
<p>1. The Building Principal, District Data Coordinator, EWIMS Team Leader, and Professional Development Specialist will meet to review the Reading and Math Fall benchmark scores, NYS 3-8 ELA and Math assessment data, and baseline district writing assessments.</p>	<p>September 2025 <b>Complete</b></p>
<p>2. The Building Principal, District Data Coordinator, and Professional Development Specialist will provide teacher release time for grade-level and department PLC data meetings with instructional staff to review the Reading and Math Fall benchmark scores, NYS 3-8 ELA and Math assessment data, and baseline district writing assessments.</p>	<p>September 2025 <b>Complete</b></p>
<p>3. The District Data Coordinator will work with instructional staff to develop student improvement goals*, progress monitoring schedules*, and evidence-based instructional strategies* in literacy and math, based on the knowledge and strategies learned through the summer 2025 professional development trainings with the school's Professional Development Specialist. <i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>September 2025 <b>Complete</b></p>
<p>4. The Professional Development Specialist will begin having bi-monthly, grade-level meetings with teacher teams to plan instructional strategy implementation, reflect on the outcomes, analyze identified student subgroup progress and overall grade level progress monitoring data, and reflect on the new strategies. At the initial meetings, classroom teachers will set their own professional growth goals* for the implementation of strategies learned through the summer and fall professional development and training sessions. <i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>September 2025- January 2026 <b>Complete</b></p>
<p>5. The Professional Development Specialist will spend time in each Kindergarten-8<sup>th</sup> grade classroom during the ELA block at least once every 6 weeks to provide peer-to-peer observation, support teacher instruction, provide constructive feedback, demonstrate a lesson, or co-teach an activity. Each session will be followed up with a debriefing session that assists teachers in reflecting on their instruction, analyzing identified student subgroups' assessment outcomes, grade level data, and then supporting them in applying the information to drive and strengthen instruction.</p>	<p>October 2025- January 2026 <b>Complete</b></p>
<p>6. The District Data and Curriculum Coordinator and Building Principal will provide teachers with release time to meet and analyze the results of the common formative math assessments developed over the summer, analyze the data, and plan for targeted and explicit instruction in students' areas of weakness.</p>	<p>October 2025- January 2026 <b>Complete</b></p>

Evidence-Based Intervention

<p>7. The Professional Development Specialist will provide instructional staff with professional development on the district Staff Development Day to continue the training started in the summer on highly effective, evidence-based strategies. Teachers will be asked to bring their lesson plans, unit outlines, student assessments, and their individual goals developed with the PD Specialist earlier in the Fall. Teachers will be given time to reflect on the first marking period, their progress with their individual professional growth goals*, share their experiences, and engage in active participation training tailored to their needs.</p> <p><i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>November 4, 2025 <b>Complete</b></p>
<p>8. The Building Principal and District Data and Curriculum Coordinator will meet with the Professional Development Specialist to revisit the SCEP, evaluate implementation during the first several months of the school year, and the instructional coaching process. They will schedule and communicate the mid-year assessment plan with instructional staff and the mid-year grade level/department meetings.</p>	<p>December 2025 <b>Complete</b></p>
<p><b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>          What is our plan for implementing this Key Strategy in the second half of the year?          What steps are involved?</p>	
<p>1. Following the scoring of Winter Benchmark assessments and mid-year common formative assessments*, the District Data and Curriculum Coordinator, Building Principal, and Professional Development Specialist will hold mid-year grade-level and department data meetings. The goal of the meetings will be to analyze students' reading and math performance on district and benchmark assessments, evaluate the rate of improvement compared to national norms for the assessments, and determine the effectiveness of the interventions and instructional strategies implemented for the targeted subgroup population*.</p> <p><i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>January-February 2026 <b>Complete</b></p>
<p>2. At the mid-year grade level and department data meetings, teams will analyze mid-year assessment data, review intervention groups, and look at targeted subgroup performance* compared to the general population's performance. New intervention plans will be written, and revised student goals will be determined, as appropriate. All revised, expanded, and new intervention groups will be implemented no later than the first week of February 2026. <i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>The week of February 2, 2026 <b>Complete</b></p>
<p>3. Following the mid-year grade level data meetings, the District Data and Curriculum Coordinator, Building Principal, and Professional Development Specialist will meet to discuss and reflect on the grade level outcomes to determine which instructional strategies and interventions are most effective in reducing targeted subgroup skill gaps. They will determine the next steps for individual teacher coaching and instructional support needs*. The coaching and professional development plan for the 2nd half of the year may be revised or adjusted as the team determines necessary.</p> <p><i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>No later than February 9, 2026 <b>Complete</b></p>

Evidence-Based Intervention

<p>4. Following the mid-year meeting, the District Data and Curriculum Coordinator, Building Principal, and Professional Development Specialist will develop staff development for the Lyncourt School Spring PD Day that is focused on the instructional strategies and interventions that have been most effective in reducing targeted subgroup skill gaps. Teachers will have the opportunity to reflect on their practices, their individual professional goals, and the progress their students have made so far in the year. Teachers will also be given time to collaboratively discuss and analyze students' spring progress monitoring and common formative assessment performance*.</p> <p><i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>March 20, 2026 <b>Complete</b></p>
<p>5. Prior to NYS 3-8 ELA and Math state assessments, teachers will administer additional common formative assessments to gauge areas of academic growth and continued areas of needed improvement. The Professional Development Specialist will work with teachers in grade-level teams to support implementation of strategies and interventions. The PD Specialist will provide teachers with ongoing coaching, modeling, and co-teaching lessons as needed.</p>	<p>March-May 2026 <b>Complete</b></p>
<p>6. Following the scoring of Spring Benchmark assessments and end-of-year common formative assessments, the District Data and Curriculum Coordinator, Building Principal, and Professional Development Specialist will hold end-of-year grade-level and department data meetings. The goal of the meetings will be to analyze students' reading and math performance on district and benchmark assessments, evaluate the annual rate of improvement compared to national norms for the assessments, and determine the effectiveness of the interventions and instructional strategies implemented for the targeted subgroup population*. Opportunities for teacher feedback and reflection will be given to inform next year's plan components and implementation process. <i>*connected to progress monitoring and/or academic performance goals</i></p>	<p>May-June 2026 <b>Complete</b></p>
<p>7. The Building Principal and District Data and Curriculum Coordinator will meet with the Professional Development Specialist and the SCEP Team to revisit the plan, evaluate implementation during the first year, and the outcomes of the instructional coaching process. They will determine the topics, schedule the trainings, and communicate the summer professional development plan with instructional staff.</p>	<p>No later than June 15, 2026 <b>Complete</b></p>
<p><b>2026-27 (updated)</b> BEFORE THE 1<sup>st</sup> 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?</p>	<p>When will this be in place?</p>
<p>1. The District will post professional development opportunities for Summer 2026 based on the needs observed throughout the 2025-26 school year, by Administration and the Professional Development Specialist.</p>	<p>June 2026 <b>Complete</b></p>
<p>2. The Professional Development Specialist will provide teachers with expert guidance on evidence-based teaching practices in literacy and writing, tailored to meet teachers' individual needs and the instructional needs of students, including special populations (ex: English Language Learners, students with disabilities, and students with learning gaps).</p>	<p><b>July 2026-June 2027</b></p>

Evidence-Based Intervention

3. The Professional Development Specialist will also provide new teachers to the district with initial training on the Science of Reading and Learning in preparation for the 2026-27 school year.	August 2026
4. The SCEP Leadership Team will meet prior to the start of the school year to discuss and develop the communication plan for the initiatives for the upcoming school year.	August 2026
<b>2026-27 (updated)</b>	
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	<b>When will this be in place?</b>
5 Professional Learning & Coaching (PLC) team meetings each for: UPK, K, G1, G2 & G3, G4 & G5, G6-G8 ELA (new program support), G6-G8 Content Areas	Sep-Dec 2026
PD Specialist will help each teacher identify goals/areas of focus and an action plan for the year	Sep-Oct 2026
PD Specialist will conduct individualized coaching cycles with teachers	Sep-Dec 2026
PD Specialist will plan and facilitate professional learning sessions on staff development days, after-school book clubs, etc.	Sep-Dec 2026
<b>2026-27 (updated)</b>	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	<b>When will this be in place?</b>
5 Professional Learning & Coaching (PLC) team meetings each for: UPK, K, G1, G2 & G3, G4 & G5, G6-G8 ELA (new program support), G6-G8 Content Areas	Jan-Jun 2027
PD Specialist will conduct individualized coaching cycles with teachers	Jan-Jun 2027
PD Specialist will plan and facilitate professional learning sessions on staff development days, after-school book clubs, etc.	Jan-Jun 2027
PD Specialist will help each teacher reflect on their summative progress as determined by their goals and action plans, and begin to determine direction for next year	May-Jun 2027

**Progress Monitoring**

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data</b>
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Evidence-Based Intervention

<p><b>Early Progress Milestones</b> (implementation /outcome data) 2025-26</p>	<ul style="list-style-type: none"> <li>Teachers’ individual goals for implementation of instructional strategies to target subgroup academic gaps.</li> <li>Fall baseline to first progress monitor assessment using AIMS Web Reading and Math assessments for all students, but with a targeted focus on student subgroup performance. The assessments will include: oral reading fluency, vocabulary, comprehension, number sense fluency, mental computation, and application of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers’ will have created individual goal plans for implementing highly effective, research-based strategies learned through summer and fall professional development and initial training sessions.</li> <li>60% of the targeted subgroup student population will demonstrate a <i>minimum of the expected rate of improvement</i> using AIMS Web <i>national norms</i> for the Fall baseline to the first progress monitor assessment at the 6-week mark. General student population will be closely analyzed and compared to the subgroup population.</li> </ul>	<ul style="list-style-type: none"> <li><b>Achieved</b></li> <li><b>Achieved; 62%</b></li> </ul>
<p><b>Early Progress Milestones</b> (implementation /outcome data) 2026-27</p>			
<p><b>Mid-Year Benchmark(s)</b> (outcome data) 2025-26</p>	<ul style="list-style-type: none"> <li>District Mid-Year Math assessment</li> <li>District Mid-Year Writing assessment</li> <li>AIMS Web Plus Reading and Math Winter Benchmarks</li> <li>Teacher Mid-Year Instructional Goal Check-Point</li> <li>Instructional Staff Survey</li> </ul>	<ul style="list-style-type: none"> <li>70% of the targeted subgroup student population will meet or exceed the mid-year rates of improvement according to the AIMS Web national norms.</li> <li>10% increase in Reading, Writing, and Math Proficiency rates using a collaboratively developed rubric and common formative grade level assessments from Castle Learning for all students.</li> <li>75% of teachers will feel they are on-track to successfully implement at least one instructional strategy learned from ongoing, embedded professional development.</li> </ul>	<ul style="list-style-type: none"> <li>67% of K-8 Hispanic students met or exceeded the ROI in Math</li> <li>57% of K-8 Black students met or exceeded the ROI in Math             <ul style="list-style-type: none"> <li><b>Achieved</b></li> </ul> </li> </ul>
<p><b>Mid-Year Benchmark(s)</b> (outcome data) 2026-27</p>			

Evidence-Based Intervention

<p><b>End-of-the Year Targets</b> (outcome data) 2025-26</p>	<ul style="list-style-type: none"> <li>● District End of-Year Math assessment</li> <li>● District End of-Year Writing assessment</li> <li>● AIMS Web Plus Reading and Math Spring Benchmarks</li> <li>● Teacher End of-Year Instructional Goal Check-Point and Survey</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of the targeted subgroup student population will meet or exceed the end-of-year rates of improvement according to the AIMS Web fall benchmark to the spring benchmark national norms.</li> <li>● Intervention progress monitoring data from reading and math specialists will show 80% of the targeted subgroup population achieved their individual goals.</li> <li>● 20% increase in Reading, Writing, and Math Proficiency rates using a collaboratively developed rubric and common formative grade level assessments from Castle Learning for all students.</li> <li>● 100% of Teachers will feel they have successfully implemented at least two instructional strategies learned from ongoing, embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>● Update: 100% of Teachers will feel they have successfully implemented at least two instructional strategies learned from ongoing, embedded professional development. (Examples: Daily Review, Instructional Design, Oral Language focus, Vocabulary Strategies, Pacing, Partner Reading).</li> <li>● <b>Achieved</b></li> </ul>
<p><b>End-of-the Year Targets</b> (outcome data) 2026-27</p>			

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>

Evidence-Based Intervention

<p><b>Mid-Year Benchmark(s) 2025-26</b></p>	<ul style="list-style-type: none"> <li>• AIMS Web Mid-Year Benchmarks</li> <li>• District Mid-Year common formative assessments</li> <li>• Teachers' Goal Points for students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Job-Embedded Professional Development:</li> <li>• Castle Learning and Teacher Rubrics for district common formative assessments</li> <li>• AIMS web benchmarking,</li> <li>• Individual student progress monitoring goals set through student-teacher goal setting meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of the targeted subgroup student population will meet or exceed the mid-year rates of improvement according to the AIMS Web fall benchmark to the winter benchmark national norms.</li> <li>• There will be no more than a 10% gap between the general population rate of improvement and the targeted student subgroups on both AIMS Web mid-year benchmarks and district common formative assessments</li> <li>• Through Castle Learning, questions and rubrics that are aligned with state standards, 60% of all students will show a minimum of 1 point in overall growth (based on a 4 or 5 point rubric score), from baseline to mid-year on extended response questions, on at least one district common formative assessment.</li> <li>• 80% of students in target subgroups will be on track for achieving their individual progress monitoring goals, developed through student/teacher goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• 67% of K-8 Hispanic students met or exceeded the ROI in Math</li> <li>• 57% of K-8 Black students met or exceeded the ROI in Math</li> </ul> <p><b>Achieved; 85%</b></p>
<p><b>Mid-Year Benchmark(s) 2026-27</b></p>				

Evidence-Based Intervention

<p><b>End-of-the-Year Targets 2025-26</b></p>	<ul style="list-style-type: none"> <li>• AIMS Web End-of-Year Benchmarks</li> <li>• District End-of-Year common formative assessments</li> <li>• Teachers' Goal Points for students</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Job-Embedded Professional Development:</li> <li>• Castle Learning and Teacher Rubrics for district common formative assessments</li> <li>• AIMS web benchmarking, -Individual student progress monitoring goals set through student-teacher goal setting meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase on the NYS 3-8 ELA Assessment for targeted subgroups:               <ul style="list-style-type: none"> <li>-Black/African- American students will increase their proficiency on the NYS ELA assessments from 13% to 15% (Level 3 and 4)</li> <li>-Hispanic/Latino students will increase their proficiency on the NYS ELA assessments from 20% to 22% (Level 3 and 4)</li> <li>-Overall 3-8 student proficiency on the NYS ELA assessment will increase from 27% to 28% (Level 3 and 4)</li> </ul> </li> <li>• An increase on the NYS 3-8 Math Assessment for targeted subgroups:               <ul style="list-style-type: none"> <li>-Black/African- American students will increase their proficiency on the NYS Math assessments from 14% to 16% (Level 3 and 4)</li> <li>-Hispanic/Latino students will increase their proficiency on the NYS ELA assessments from 10% to 12% (Level 3 and 4)</li> <li>-Overall 3-8 student proficiency on the NYS ELA assessment will increase from 28% to 29% (Level 3 and 4).</li> </ul> </li> <li>• 80% of the targeted subgroup student population will meet or exceed the end-of-year rates of improvement according to the AIMS Web fall benchmark to the spring benchmark national norms.</li> </ul>	<p><b>TBD: NYS Test Score release Summer 2026</b></p> <p><b>Achieved; 85%</b></p>
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Evidence-Based Intervention

			<ul style="list-style-type: none"> <li>• Through Castle Learning, questions and rubrics that are aligned with state standards, 80% of all students will show a minimum of 1 point in overall growth (based on a 4 or 5 point rubric score), from baseline to mid-year on extended response questions on all district common formative assessments.</li> <li>• There will be no more than a 5% gap between the general population rate of improvement and the targeted student subgroups on both AIMS Web mid-year benchmarks and district common formative assessments.</li> </ul>	<b>Achieved</b>
<b>End-of-the-Year Targets 2026-27</b>				

**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>Corresponding Key Strategies</b>	<b>2024-25 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing:</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	My teacher(s) use strategies that help me understand and learn to the best of my ability.	Ongoing Job-Embedded Professional Development	39% of students responded that the strategies their teachers use don't always help them understand or learn to the best of their abilities.	75% agreement with the survey question.	<b>Update: 50%</b>
<b>Staff Survey</b>	Professional development opportunities at my	Ongoing Job-Embedded Professional Development	27% agreement	50% agreement with the survey question.	<b>Update: 28%</b>

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	school effectively support test preparation strategies.				
<b>Parent &amp; Family Survey</b>	Please select the support services available to your children that you are aware of	Ongoing Job-Embedded Professional Development	For services provided, 17% were informed about ELL services, 26% were informed about Reading Interventions, 19% were informed about Extended Academic Supports for 7th/8th grade, and 20% were informed about Math Intervention Services.	Increase awareness of instructional and intervention supports to 50%	<b>Update from Survey 2026: 36% of Students and families are aware of and actively engage with the programs and services offered through our community partnerships.</b>

## 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.

<b>KEY STRATEGY</b>	<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. Consider both data trends observed and student interview responses. 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.
Establish an Early Warning Intervention and Monitoring System	<p><u><b>XNEW</b></u></p> <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> <li>● <b>NYS Testing Data Variation:</b> 27% of all Lyncourt students passed the 2024 NYS 3-8 ELA assessment, however, only 13% of Black/African-American students and 20% of Hispanic students passed.</li> <li>● <b>NYS Testing Data Variation:</b> 28% of all Lyncourt students passed the 2024 NYS 3-8 Math assessment,</li> </ul>

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		<p>however, only 14% of Black/African-American students and 10% of Hispanic students passed.</p> <ul style="list-style-type: none"> <li>● <b>Local Data Analysis:</b> Lyncourt’s Chronic Absenteeism rate has risen from 13% in 2013 to 20% in 2025.</li> <li>● <b>Local Data Analysis:</b> While Black/ African-American students make up 19% of the total enrollment at Lyncourt UFSD, they make up 22% of the Chronic Absent population.</li> <li>● <b>Local Data Analysis:</b> While Hispanic students make up only 14% of the total enrollment at Lyncourt UFSD, they comprise 25% of the Chronic Absent population.</li> <li>● <b>Local Data Analysis:</b> Lyncourt’s student mobility rate has averaged between 15-20% over the last 5 years. Of the newly enrolled students in the 2024-25 school year, 93% are economically disadvantaged and 85% are reading well-below level (1-10th percentile according to AIMS Web national norms).</li> <li>● <b>Staff Survey:</b> Teachers responded to the question: “ I feel equipped with the resources and support needed to help address student absenteeism”, with only 15% agreement. Teachers responded to the question: “ Families in our community understand the impact of chronic absenteeism on student success”, with 74% disagreement.</li> <li>● <b>Update from 2026 Survey: 13% agreement</b></li> <li>● <b>Parent and Family survey feedback:</b> How connected do you feel to your student(s) teachers and school staff? 28% feel somewhat connected, 13% neutral, 7% disconnected, and 3% very disconnected</li> <li>● <b>Update from 2026 survey:</b> How connected do you feel to your student(s) teachers and school staff? 30% feel very connected, 23% somewhat connected, 5% neutral and 3% somewhat disconnected</li> <li>● <b>Student Interview Data:</b> During the interview process, more than 50% of students felt that they get stressed out with homework and that teachers give too much homework. They felt like homework doesn’t make them better students. This aligns with our work with staff on Grading and Reporting Practices that will be researched and discussed during the next school year.</li> </ul>
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**Implementation** *(How will we do this?)*

**KEY STRATEGY 1** Establish an Early Warning Intervention and Monitoring System

Evidence-Based Intervention

BEFORE THE 1 <sup>st</sup> 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?	
<p>1. The administrative team will establish an Early Warning and Intervention Monitoring System Leadership Team and a team leader to lead and carry out the EWIMS process. The Leadership Team will include a broad representation of staff within the school, including administration, teachers, interventionists (ELL, Sped, AIS), and student support staff. The team will hold meetings at the end of the 2024-25 school year and at the beginning of the summer to first develop a shared vision for the team’s work. During July, the team will then outline the format and develop an agenda template for weekly grade-level meetings. The goals of the weekly grade level meetings are:</p> <ul style="list-style-type: none"> <li>a. To examine students determined at-risk based on numerous data sources, including, academic, social-emotional, behavior, discipline, and attendance.</li> <li>b. Develop appropriate intervention plans that involve and are communicated with parents and families.</li> <li>c. Monitor the progress in those interventions.</li> </ul> <p>The EWIMS Leadership Team will also schedule monthly meetings for the 2025-26 school year. The goals of these meetings are to:</p> <ul style="list-style-type: none"> <li>a. Oversee and monitor the implementation and progress of the EWIMS initiative.</li> <li>b. Regularly review and analyze overall district data, including academic, social-emotional, behavior, discipline, and attendance.</li> <li>c. Work together on identifying areas of student and program success.</li> <li>d. Analyze areas of student challenge and potential program interventions and school initiatives</li> <li>e. Ensure implementation fidelity of the key strategies and validity of district programs and initiatives</li> </ul>	
<p>2. The EWIMS Leadership team will work with the District Data Coordinator and Director of Technology to develop a regular data analysis system that imports student management system (School Tool) information, including grades, discipline, and behavior information, attendance reports, academic and social-emotional benchmark data, as well as progress monitoring/district common formative assessment information (see Key Instructional Strategy 1).</p>	
<p>3. The District Administrative Team will support the implementation of the EWIMS process by allocating weekly middle school team meeting time and daily work time for the Team Leader in the Lyncourt School Master Schedule.</p>	
<p>4. Prior to the first day of school, instructional staff will meet with the EWIMS Leadership Team to learn about the implementation of the Early Warning and Monitoring System process, the key points of contact, the incorporation of student data and the meeting schedule.</p>	

Evidence-Based Intervention

FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	
5. The EWIMS team leader will have daily time allocated to review student- and school-level data, based on the indicators available in the data tools. The team leader will use the data to identify students who are at-risk for not graduating on time and to examine patterns in student engagement and academic performance within the school. The EWIMS team leader will have weekly grade level meetings with the middle school core subject teachers, the Professional Development Specialist (see Key Instructional Strategy 1), and a subgroup of the Leadership Team to discuss the identified students, determine and assign appropriate evidence-based interventions, develop a progress monitoring plan and connect with the students’ family to best support their progress. If students continue to be flagged as at risk, the EWIMS team may consider assigning them to different interventions.	<b>Complete</b>
6. The EWIMS team leader will meet with the Professional Development Specialist to discuss strategies and training to support the middle school team. The PD Specialist will collaborate with the team leader in planning the fall district Staff Development Day based on the data generated and intervention plans created at the initial fall weekly EWIMS meetings.	<b>Complete</b>
7. At ongoing, weekly EWIMS meetings, the team will seek out and bring in additional data (besides the indicators) to better understand the specific needs of the targeted student subgroups and at-risk students. The team leader will work with teachers and members of the leadership team to continually seek out and address the underlying causes that may be contributing to students being identified as at risk on one or more indicators. Additional information will also be gathered from parents, caregivers, and students’ families, asking for their input and feedback into the intervention plan developed for their student.	<b>Complete</b>
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	
8. Following the scoring of Winter Benchmark assessments and mid-year common formative assessments, the District Data and Curriculum Coordinator, Building Principal, EWIMS Team Leader and Professional Development Specialist will meet to review the flagged, at-risk student intervention plans and mid-year assessment data. The goal of the meetings will be to analyze targeted subgroup reading and math performance on district and benchmark assessments, attendance and BIMAS data and to evaluate the effectiveness of the intervention plan*. <i>*connected to progress monitoring and/or academic performance goals</i>	<b>Complete</b>
9. At the weekly grade level meetings, teams will analyze mid-year assessment data, review intervention groups, and look at targeted subgroup performance* compared to the general population's performance. New intervention plans may be written and revised student goals will be determined, as appropriate. All revised, expanded, and new intervention plans will be implemented no later than the first week of February 2026. <i>*connected to progress monitoring and/or academic performance goals</i>	<b>Complete</b>

Evidence-Based Intervention

<p>10. Prior to NYS 3-8 ELA and Math state assessments, the EWIMS team will review data from common formative assessments and updated attendance, behavior, discipline, and grades to gauge areas of academic growth and continued areas of needed improvement. The EWIMS Team Leader and Professional Development Specialist will collaborate on any needed support for teachers to support implementation of strategies and interventions. The PD Specialist will provide teachers with ongoing coaching, modeling, and co-teaching lessons as needed.</p>	<p><b>Complete</b></p>
<p>11. Following the scoring of Spring Benchmark assessments and end-of-year common formative assessments, the EWIMS Team will hold end-of-year 6th-8th grade-level meetings. The goal of the meetings will be to analyze at-risk and target subgroup students' reading and math performance on district and benchmark assessments, analyze reports on attendance, grades, discipline, behavior and BIMAS data to evaluate the effectiveness of the interventions and instructional strategies implemented for the targeted subgroup population*. Opportunities for teacher feedback and reflection will be given to inform next year's plan components and implementation process. <i>*connected to progress monitoring and/or academic performance goals</i></p>	<p><b>Complete</b></p>
<p>12. The Building Principal and District Data and Curriculum Coordinator will meet with the EWIMS Team Leader and the SCEP Team to revisit the plan, evaluate implementation during the first year, and the outcomes of the instructional coaching process. They will determine the topics, schedule the trainings, and communicate the summer professional development plan with instructional staff.</p>	<p><b>Complete</b></p>
<p><b>2026-27 (updated)</b> BEFORE THE 1<sup>st</sup> 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?</p>	
<p>EWIMS leader and PD Specialist will meet to discuss additional ways to collect data along with what we currently use.</p>	<p><b>July-August 2026</b></p>
<p>EWIMS leadership team will meet to review interventions and strategies to make the 10th period support more successful for students and teachers.</p>	<p><b>August 2026</b></p>
<p>EWIMS leader will be trained on Parent Square Attendance Plus.</p>	<p><b>August 2026</b></p>
<p>EWIMS leader will create an EOY data sheet for attendance and tardies for classroom teachers K-8.</p>	<p><b>August 2026</b></p>
<p></p>	<p></p>
<p></p>	<p></p>
<p><b>2026-27 (updated)</b> <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?</p>	<p><b>When will this be in place?</b></p>
<p>PLC weekly team meetings - 7th/8th grade and 6th grade - to review current data and student concerns, including attendance.</p>	<p><b>Sept. - Dec. 2026</b></p>
<p>Fall Benchmark data review, BIMAS, and ParentSquare Attendance Plus</p>	<p><b>Sept. - Dec. 2026</b></p>
<p>Collaborative planning session with the PD Specialist to support ongoing professional development and analyzing data</p>	<p><b>Sept. - Dec. 2026</b></p>
<p></p>	<p></p>

Evidence-Based Intervention

<b>2026-27 (updated)</b> <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
PLC weekly team meetings - 7th/8th grade and 6th grade - to review current data and student concerns, including attendance.	Jan. -June 2027
Winter Benchmark data review, BIMAS, and ParentSquare Attendance Plus	Jan. -June 2027
Collaborative planning session with the PD Specialist to support ongoing professional development and analyzing data	Jan. -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?</i> <i>complete when reviewing data</i>
<b>Early Progress Milestones</b> (implementation/outcome data)	Everyday Labs, SchoolTool, & PLC grade-level meetings 1. Analyze prior-year attendance data 2. Establish baseline attendance metrics using our MTSS Attendance Pyramid 3. Segment students into tiers based on risk 4. Initiate early interventions	<ul style="list-style-type: none"> <li>● Identification of early barriers</li> <li>● Specific patterns of absenteeism and underlying causes</li> <li>● Parental response through anecdotal notes</li> </ul>	<b>Complete</b>
<b>Early Progress Milestones</b> (implementation/outcome data) 2026-27			

Evidence-Based Intervention

<p><b>Mid-Year Benchmark(s)</b> (outcome data)</p>	<p>Everyday Labs, SchoolTool, &amp; PLC grade-level meetings</p> <ol style="list-style-type: none"> <li>1. Real-time attendance trends</li> <li>2. Qualitative feedback from staff and families</li> <li>3. Interventions and responsiveness of families and students</li> </ol>	<ul style="list-style-type: none"> <li>● 30% of initial identified, targeted, students will no longer be determined at-risk and be exited from the EWIMS process</li> <li>● Increased 15% of families accessing the resources that the school and partnerships provide</li> <li>● The effectiveness of behavioral intervention supports - 10% decrease in behavior referrals</li> <li>● 15% improvement in monthly district attendance from September-January 2024-25 to 2025-26.</li> </ul>	<ul style="list-style-type: none"> <li>● For Parent Teacher conferences:</li> <li>● 7th and 8th grade: 10/31 half-day - 7 PT conferences; 11/7 - 15 PT conferences <b>23/51 parents attended</b></li> <li>● 6th grade: 10/31 - 8 PT conferences, 11/7 - 15 PT conferences. <b>23/51 parents attended-45%</b></li> <li>● Behavior referrals decreased from 175 to 172.</li> <li>● In 2024-25 22% of middle school students were chronically absent. As of February 2026, 17% of middle school students were chronically absent. This is a 22.3% decrease in negative attendance.</li> <li>●</li> </ul>
<p><b>Mid-Year Benchmark(s)</b> (outcome data) 2026-27</p>			

Evidence-Based Intervention

<p><b>End-of-the-Year Targets</b> (outcome data)</p>	<p>Everyday Labs, SchoolTool, &amp; PLC grade-level meetings</p> <ol style="list-style-type: none"> <li>1. Case stories and success stories that highlight what worked</li> <li>2. Evaluated the effectiveness of interventions</li> <li>3. Cumulative attendance gains and losses</li> </ol>	<ul style="list-style-type: none"> <li>● 75% of initial identified, targeted, students will no longer be determined at-risk and be exited from the EWIMS process</li> <li>● The effectiveness of behavioral intervention supports - 20% decrease in behavior referrals</li> <li>● 25% improvement in monthly district attendance from September-June 2024-25 to 2025-26</li> <li>● Data shows equitable or greater improvement within our targeted subgroups compared to the overall district population for all above data points: behavior, attendance, and academic performance.</li> <li>● Clear insight into what interventions to scale or revise, and incorporate for the next school year</li> </ul>	<ul style="list-style-type: none"> <li>● 85% of students referred to EWIMS made growth in academic areas and behaviors. Schedule changes were made to increase co-teaching opportunities, small group instruction and interventions, and offset behaviors that interfered with learning.</li> <li>● Implementing daily behavior logs - 15% decrease in behavioral referrals and time spent in the classroom increased</li> <li>● Targeted subgroups showed a reduction in disciplinary incidents at a rate equal to or greater than the district average. Incident rates decreased within the subgroups</li> <li>● Update 2026: Interventions to scale or revise, and incorporate for the next school year: Data and PD Specialist observation show Tier 1 focus on Explicit and Direct instructional strategies will be incorporated further through PD sessions, coaching, modeling, and PLC meetings.</li> </ul>
<p><b>End-of-the-Year Targets</b> (outcome data) 2026-27</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.

	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)	Everyday Labs, SchoolTool, & PLC grade-level meetings	<ol style="list-style-type: none"> <li>1. Use personalized communication and nudges to reduce chronic absenteeism</li> <li>2. Students with 10+ absences receive targeted outreach and support planning</li> <li>3. Anecdotal evidence of interventions and the rate of success in the classroom</li> <li>4. Student conferences - SEL check-ins, behavior plans, and parental input &amp; communication</li> </ol>	<p>Decreased chronic absenteeism in grades 6-8 from 20% to 19%.</p> <p>Mid-year survey shows a 10% decrease from 50% to 40% on the stressors of school, including homework</p> <p>Mid-year survey data shows an increase from 50% to 75% on student satisfaction on rewards, incentives, and celebrations of success</p> <p>Decrease in referrals by 10% from September - January 2024-25 to 2025-26 in grades 6-8.</p>	<ul style="list-style-type: none"> <li>• Decreased chronic absenteeism in grades 6-8 from 22% to 17%, a 22.3% decrease.</li> <li>• September - January 2024-25 to 2025-26 in grades 6-8, 15% decrease in referrals.</li> </ul>
Mid-Year Benchmark(s) 2026-27				

Evidence-Based Intervention

<p><b>End-of-the-Year Targets</b></p>	<p>Everyday Labs, SchoolTool, &amp; PLC grade-level meetings</p>	<p>1. Use personalized communication and nudges to reduce chronic absenteeism                  2. Students with 10+ absences receive targeted outreach and support planning                  3. Anecdotal evidence of interventions and the rate of success in the classroom                  4. Student conferences - SEL check-ins, behavior plans, and parental input &amp; communication</p>	<p>Decreased absenteeism in grades 6-8 from 19% to 18%.                   End of the-year survey shows a 10% decrease from 40% to 30% on the stressors of school, including homework                  Increased classroom engagement                   End of the-year survey data shows an increase from 75% to 90% on student satisfaction on rewards, incentives, and celebrations of success                   Decrease in referrals by 10% from 2024-25 to 2025-26 in grades 6-8.</p>	<p>Referrals decreased by 12% for grades 6-8 in 2025-26                   Survey shows 50% do feel that teachers utilize a variety of classroom strategies to increase engagement and understanding                   95% of students find incentives and celebrations have been key memories and should be continued</p>
<p><b>End-of-the-Year Targets 2026-27</b></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:

	<p>Survey Question(s) or Statement(s)</p>	<p>Corresponding Key Strategies</p>	<p>2024-25 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing:</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>What are things we can do to make students feel better about being at school?</p>	<p>Student interviews in-person and SEL check-ins</p>	<p>50% of students felt positive about our student celebrations, rewards, and incentives</p>	<p>Minimum 85% agree that our new strategies and supports throughout the school day have improved &amp; made an impact</p>	<p><b>Update: 95%</b></p>
<p><b>Staff Survey</b></p>	<p>I feel equipped with the resources and support needed to</p>	<p>Staff survey and PD feedback PLC meetings</p>	<p>15% agreed</p>	<p>40-50% now agree</p>	<p><b>Update from 2026 survey: 27% agreed</b></p>

Evidence-Based Intervention

	help address student absenteeism				
<b>Parent &amp; Family Survey</b>	How connected do you feel to students and staff?	EveryDay Labs and attendance SEL Check-ins Communication between parents and grade-level teams on behaviors and participation	7% feel disconnected, 3% very disconnected 13% neutral 28% feel somewhat connected 49% feel very connected	25% feel somewhat connected 75% feel very connected	<b>Update from 2026 survey:</b> 30% feel very connected, 23% somewhat connected, 5% neutral and 3% somewhat disconnected

Civic Empowerment Project (schools in CSI only): **N/A**

## 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. **\*Participation is in-person unless otherwise noted.**

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Reflect and Synthesize	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Plan Writing and Revision

## Evidence-Based Intervention

<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/4/25	3/13/25	3/20/25	3/27/25	4/3/25, 4/10/25	4/10/25, 4/24/25	5/1/25, 5/8/25, 5/11/25
Ray Quinones	Parent	X	X	virtual	virtual	virtual	virtual	virtual
Cassandra Hall	Parent	X	X	virtual	virtual	virtual	virtual	virtual
Kellisha Mosely	Parent	X	X	X	X	X	X	X
Kimberly Davis	Principal	X	X	X	X	X	X	X
Melissa MacCollum	Administrative Intern/6th grade ELA TEacher	X	X	X	X	X	X	X
Heather Tennant	Middle School Math Teacher, Parent	X	X	X	X	X	X	X
Randi Sherman	School Social Worker	X	X	X	X	X	X	X
Meghan Cunningham	English Language Learner Teacher	X	X	X	X	X	X	X
Karri Chase	Special Education Teacher	X	X	X		X	X	X
Katie Mahoney	Director of Special Education	X	X	X	X		X	X
Laura Ryan	5th grade Teacher, Community Resident	X	X	X	X	X	X	X
Amy MacCaull	School Counselor	X	X	X		X	X	X
Amy Rotundo	District Data and Curriculum Coordinator	X	X	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
Lyncourt Union Free School District	Lyncourt School	UPK-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**

**Ongoing Job-Embedded Professional Development**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Professional Development Specialist	13. Ongoing Job-Embedded Professional Development	Code 15	\$70,000
Inservice	13. Ongoing Job-Embedded Professional Development	Code 15	\$26,928
Professional Development Specialist Benefits	13. Ongoing Job-Embedded Professional Development	Code 80	\$5,896

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY**

## Non-Instructional Key Strategy Implementation

**NON-INSTRUCTIONAL KEY STRATEGY 1**

Early Warning Intervention and Monitoring System

SIG Expenditure Plan

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Inservice	12. Establish an Early Warning Intervention and Monitoring System	Code 15	\$17,248
<i>Everyday Labs</i>	<i>12. Establish an Early Warning Intervention and Monitoring System</i>	<i>Code 49</i>	<i>\$0</i>

**TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY**

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Work Hours	Plan Monitoring	Code 15	\$1,408
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

**TOTAL AMOUNT FOR PLAN MONITORING**

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Work Hours	Plan Development	Code 15	\$3,520
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		

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