PPS Staff
- Christopher Fassett, School Psychologist
- Robin Mojica, School Psychologist
- Roxanne Lang, School Social Worker
- Alicia Smith, School Social Worker

Parents
- Shareem Braxton
- Emily Greaven

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. At least one Commitment must be con

After school teams identify their

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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.

Schools may choose one of three options for identifying their evidence-based intervention:

Option 1: Selecting an intervention from the State-Supported Evidence Based Interventions located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

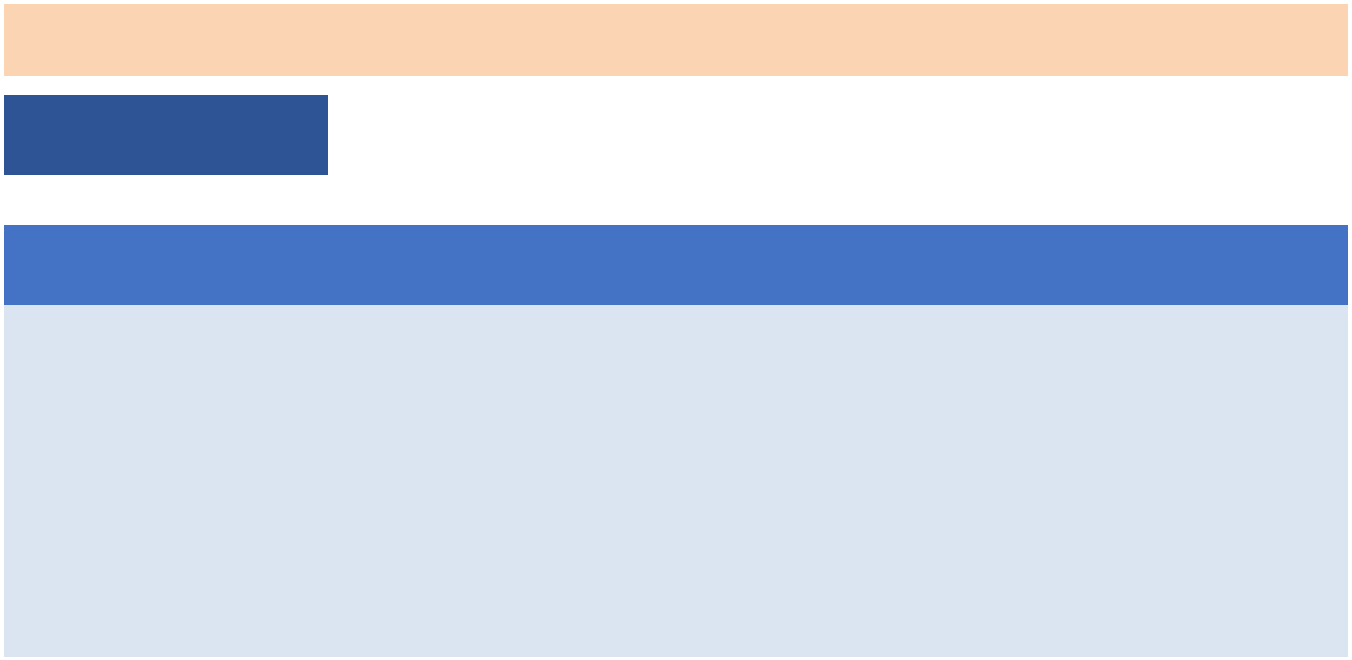
Option 2: Selecting an evidence-based intervention identified in one of three clearinghouses: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Develo

What is one Commitment we will promote for 2024-25?	We are committed to implementing smaller learning communities across all three campuses of the high school, with the intent to offer a more personalized learning environment for all s

Data from the Main Campus - Sense of Belonging (525 students)
28% of

Students will feel they mattered quite a bit to others in the school.
Students will feel like they belong at the school.
Students will feel quite clearly that they were able to describe their feelings.

Implement a formal transition



RESOURCES

Infinite Campus Academic Planner, Registration Department

Facilitation of the transition process by staff from Ulster BOCES

Adoption and implementation of consistent Professional Learning Communities in all houses, that will focus specifically on enhancing student engagement.

IMPLEMENTATION

NFA North Campus - PLC Main Campus - PLC NFA West Campus - PLC	x ☐
Professional Learning Communities Outlined for NFA Main Campus and NFA West Campus	x ☐
Meet with facilitator from Ulster BOCES to outline the technical assistance to be provided in order to guide the implementation of a PLC in each house.	X by EPM

1. Define and communicate the purpose of the PLC.

PLCs will be created in each house.Effective PLCs are founded on the shared vision and v

within PLCs.

5. Ensure PLCs look at student

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data*
Mid-Year Benchmark(s)	Transition Team SOP created and on target for implementation	Essential elements of a successful transition SOP	
	PLC Agendas and student work analysis progress	Student writing improved based on responses to constructed response questions	
End-of-the Year Targets	PLC Agendas and student work analysis progress	Student writing improved based on responses to constructed response questions	

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey				

Family Survey	K-12 Insight Teachers show students how lessons relate to life outside of school?	40%	5%-10%

What is one Commitment we will promote for 2024-25?	We are committed to supporting the literacy needs of our Studen

Successfully introducing and engaging faculty in implementation of new ELA and Math instructional models at all three campuses

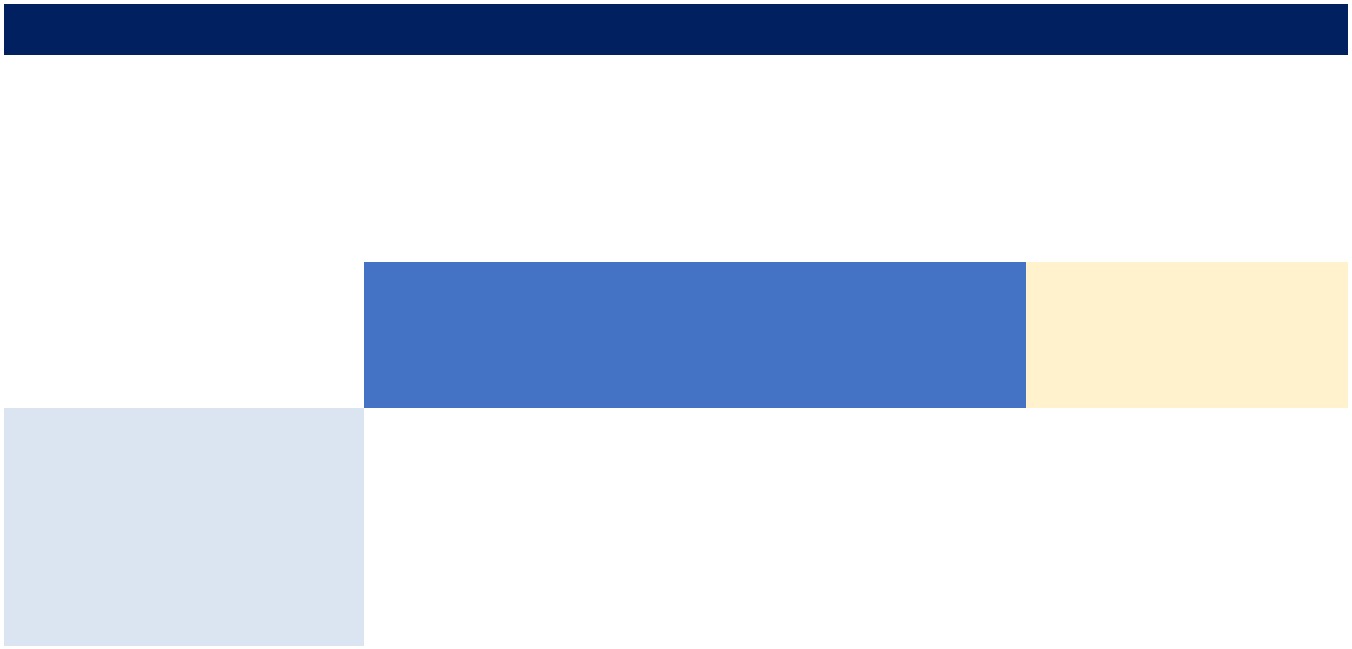
IMPLEMENTATION	
Provide - PD during Orientation in September - PD during Supt. ½ Days BOY, MY, EOY	x ☐
In Classrooms - Introduce and explain Diagnostic & Collection of data	x ☐
In September, Training/PD for McDowell Sentence Stem strategy (Writing Revolution)	x ☐
In September, Training/PD for co-t	

IMPLEMENTATION	
Steps to implement in ICT ELA - Diagnostic will be administered in ELA courses and shared with all four core teachers - At NFA Main- 12 Sections (22 ELA Gen Ed, 6 SPED ELA) - At NFA North- 7 sections (7 ELA Gen Ed, 4 SPED ELA)	☐ ☐
Creation of Diagnostic - Administer in ELA Sections to Grade bands 9th &10th and 11th & 12th - Create/select rubric that aligns with targeted standards	☐ ☐
Focused Redirection of Instructional Methods (Ulster Boces: Book	

Hochman Method: Focus in ICT Algebra 1

IMPLEMENT

Hattie & Hochman - Literacy across the content areas – focus on ICT ELA	Walk-through data	Implementation of instructional strategies (at least 50% of the teachers)
Hochman Method: Focus in ICT Algebra 1	Walk-through data	Implementation of instructional strategies (at least 50% of the teachers)



	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	

Com

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Annual Review Process and Program	☐ ☐ ☐	Review will be informed by the multidisciplinary assessment to inform in LRE (Least Restrictive Environment)
Aligning schedules to student's program needs	☐ ☐ ☐	Training sessions and meetings for all stakeholders to create a student program form for the next school year
Better communication during transitional 8th to 9th grade	☐ ☐ ☐	Meetings that would occur once a quarter with teachers from Middle and High School to discuss the academic needs for students as they plan for a vertical transition
Appropriate staff invited to CSE meetings		

Commitment 3

Qtr 4- Meeting 7 Topic: How to use the data to inform creating an IEP for the next school year.

Meeting 8 Topic: How to use the data to inform creating an IEP for the next school year.

- Prior to implementation School Psychologists will collaborate to plan the Woodcock-Johnson quarterly trainings
- Evaluation tool will be utilized following quarterly trainings by trainers and trainees to progress monitor

All stakeholders will attend a training session(s) to learn and receive updates on procedures/protocols of CSE meeting processes

- A BOCES trainer will conduct training sessions to inform all stakeholders of the CSE meeting process and the responsibilities/role of each stakeholder (once per year during the first semester)
- Feedback survey after the training session

-professional development days will be used to offer each group of stakeholders training on CSE meeting processes (can be broken into groups to facilitate the process)

-attendance by each stakeholder recorded

District Special Education Lawyers will train stakeholders on the rights of each stakeholder (special education teacher, general education teacher, chair, guidance counselor, school psychologist, social worker, etc.)

- Once per year during the first semester
- Feedback survey after the training session.
- attendance by each stakeholder recorded

RESOURCES

School Psychologist - conduct training on Special Education assessments (Woodcock-Johnson)

BOCES trainer or Director of Special Education - conduct training sessions to stakeholders regarding the CSE meeting processes

District Special Education Lawyers - conduct training on the rights and obligations of each stakeholder

Aligning schedules to student's program needs

IMPLEMENTATION

RESOURCES
Time set aside during professional development days for middle school and high school special education teachers to meet in order to discuss transitions and academic skills
BOCES trainer
Assistant Superintendent of Special Education

	Appropriate staff invited to CSE meetings to speak to student needs and abilities

IMPLEMENTATION	
Current core teacher attends the CSE meeting - ongoing	☐ ☐

RESOURCES
Director of Special Education and/or CSE Chair - scheduling of CSE meetings and attendees

Our Team's Process

Mojica, Robin	School Psychologist
Muller, Joanna	Math Teacher
Pagan, Sandra	SPED Teacher
Sinnott, Mary	Math Teacher

After completing the previous sections, the team should complete the reflective prompt below.

K-12 Insight Survey, Panorama Survey and student interviews were used for data collection and formed decisions regarding our three commitments.

Schools in the ATSI and TSI model only