



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Brighton Academy	Peter Neeves	6-8	CSI

- ✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school’s leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.
- ✓ **Assistant Superintendent has reviewed this plan.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Schoolwide Voting

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Peter Neeves	Principal
2	Rickey Gregory	Admin Intern
3	Krystal Coleman	Admin Intern
4	Abdulilah Al-Dubai	Admin Intern
5	Janelle Wilcox	Teacher (ELA)
6	Nicole Miller	Teacher (Math)
7	Janae Greene	Teacher (Math)
8	Emily Erlendson	Teacher (ELA)
9	Marleah Tkacz	Teacher (ELA)
10	Connor Dwyre	Teacher (SpEd)
11	Lisa Zeller	EL Education Coach
12	Dave Ryan	Instructional Coach
13	Agnes Sageer	Instructional Coach
14	Julia King	Teacher (ELA)
15	Jhacara Pam	Parent
16	Stephanie Ray	Parent

Table of Contents – Bookmark Links

Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

Academic Commitment #2

- [Strategy 1](#)
- [Strategy 2](#)

Attendance Commitment

- [Strategy 1](#)
- [Strategy 2](#)

Student Supports Commitment

- [Strategy 1](#)
- [Strategy 2](#)

End of Year Survey

SCEP Development Team Participation

OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate/ Other/Optional	

Commitments		
1	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.
2	Academic	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.
3	Attendance	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	Student Supports	This school is committed to aligning and maximizing resources to serve and impact each student's needs.

School Identified Key Strategies (Maximum of 8)

Directions: Use the school's needs assessment results to identify **two** strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is "new" – "expanded" – "refined."

	Commitment		Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	R
		2	Explicit Instructional Strategies for Diverse Learners	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	R
		2	Tier I or Tier II Intervention Practices	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Parent Communication Strategy; including Regular Updating of Contact Information	R
		2	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Social Emotional Learning	R
		2	Multi-Tiered System of Supports (MTSS)	R

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk	School Lead: Ryan
---	--------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

We scored initial on EL Education’s Implementation Rubric for this particular area. From our root cause analysis, we believe that teachers are not yet able to articulate why and how accountable talk will support student academic achievement. From our teacher focus groups, there were inconsistent understandings of what accountable talk is and how to engage students in it.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy will continue to provide professional development around accountable talk practices with follow-up walkthroughs to ensure full implementation, including quarterly lesson study cycles, defining look-fors and identifying an effective feedback system.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Define accountable talk look-fors <ul style="list-style-type: none"> Determine language for specific and effective feedback Identify effective feedback system for school year. 	Ryan	ILT members and interested teachers to meet during summer months to create plans for Brighton Academy’s accountable talk strategy	
8/31/24	Design and lead whole school PD supporting teachers’ deeper understanding of the why and how of accountable talk.	Ryan	ILT members to meet during summer months to create plans for PD	
10/31/24	Conduct walkthroughs with on-demand specific feedback to teachers regarding accountable talk, teacher questioning, protocol usage, etc.	Ryan	ILT members to conduct walkthroughs, meet with staff	
10/31/24	Coaching cycles with teachers to model and co-facilitate lessons including the use of these strategies.	Ryan	Instructional coaches to select staff for cycles, meet regularly	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	Look fors, specific language determined	Information available to send to staff which outlines a clear vision for Brighton’s expectations around accountable talk. Indicators/rubric with key look fors shared with teachers.	

8/31/24	Professional Development created, facilitated	90% positive feedback from teachers regarding PD experience. Teachers able to name the accountable talk look fors.	
10/31/24	Weekly walkthroughs monitoring accountable talk in classrooms	ILT members using a shared document to track data and monitor implementation of accountable talk look fors 50% of teachers regularly employing accountable talk moves as evidenced in walkthroughs.	
10/31/24	Coaching Cycle Notes/Documentation	Coaches using a standard documentation for coaching cycles. Notes include evidence that increased number of teachers are using accountable talk regularly in their classrooms.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk	School Lead: Ryan
---	--------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.
 We scored initial on EL Education’s Implementation Rubric for this particular area. From our root cause analysis, we believe that teachers are not yet able to articulate why and how accountable talk will support student academic achievement. From our teacher focus groups, there were inconsistent understandings of what accountable talk is and how to engage students in it.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will continue to provide professional development around accountable talk practices with follow-up walkthroughs to ensure full implementation; including quarterly lesson study cycles, defining look-fors and identifying an effective feedback system.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Conduct walkthroughs with on-demand specific feedback to teachers regarding accountable talk, teacher questioning, protocol usage, etc.	Ryan, ILT	ILT members to conduct walkthroughs, meet with staff	
12/31/24	Coaching cycles with teachers to model and co-facilitate lessons including the use of these strategies.	Ryan, ILT	Instructional coaches to select staff for cycles, meet regularly	
12/31/24	Conduct one lesson study cycle with identified teachers to plan, observe, and debrief plans using accountable talk.	Ryan, ILT	Coaches and identified teachers	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Weekly walkthroughs monitoring accountable talk in classrooms.	ILT members using a shared document to track data and monitor implementation of accountable talk look fors. 60% of teachers regularly employing accountable talk moves as evidenced in walkthroughs.	
12/31/24	Coaching Cycle Notes/Documentation	Coaches using a standard documentation for coaching cycles. Notes include evidence that increased number of teachers are using accountable talk regularly in their classrooms.	

12/31/24	Lesson Study cycle documentation	50% of teachers reflection after lesson study cycle notes a commitment to include a new instructional practice related to accountable talk	
----------	----------------------------------	--	--

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk	School Lead: Ryan
---	--------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

We scored initial on EL Education’s Implementation Rubric for this particular area. From our root cause analysis,

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy will continue to provide professional development around accountable talk practices with follow-up walkthroughs to ensure full implementation, including quarterly lesson study cycles, defining look-fors and identifying an effective feedback system.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Conduct walkthroughs with on-demand specific feedback to teachers regarding accountable talk, teacher questioning, protocol usage, etc.	Ryan	ILT members to conduct walkthroughs, meet with staff	
3/31/25	Coaching cycles with teachers to model and co-facilitate lessons including the use of these strategies.	Ryan	Instructional coaches to select staff for cycles, meet regularly	
3/31/25	Conduct one lesson study cycle with identified teachers to plan, observe, and debrief plans using accountable talk.	Ryan	Coaches and identified teachers	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Weekly walkthroughs monitoring accountable talk in classrooms	ILT members using a shared document to track data and monitor implementation of accountable talk. 70% of teachers regularly employing accountable talk moves as evidenced in walkthroughs.	
3/31/25	Coaching Cycle Notes/Documentation	Coaches using a standard documentation for coaching cycles. Notes include evidence that increased number of teachers are using accountable talk regularly in their classrooms.	
3/31/25	Lesson Study cycle documentation	50% of teachers reflection after lesson study cycle notes a commitment to include a new instructional practice related to accountable talk.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk	School Lead: Ryan
---	--------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Brighton Academy will continue to provide professional development around accountable talk practices with follow-up walkthroughs to ensure full implementation, including quarterly lesson study cycles, defining look-fors and identifying an effective feedback system.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Conduct walkthroughs with on-demand specific feedback to teachers regarding accountable talk, teacher questioning, protocol usage, etc.	Ryan	ILT members to conduct walkthroughs, meet with staff	
6/30/25	Coaching cycles with teachers to model and co-facilitate lessons including the use of these strategies.	Ryan	Instructional coaches to select staff for cycles, meet regularly	
6/30/25	Conduct one lesson study cycle with identified teachers to plan, observe, and debrief plans using accountable talk.	Ryan	Coaches and identified teachers	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Weekly walkthroughs monitoring accountable talk in classrooms	ILT members using a shared document to track data and monitor implementation of accountable talk. 80% of teachers regularly employing accountable talk moves as evidenced in walkthroughs.	
6/30/25	Coaching Cycle Notes/Documentation	Coaches using a standard documentation for coaching cycles. Notes include evidence that increased number of teachers are using accountable talk regularly in their classrooms.	
6/30/25	Lesson Study cycle documentation	50% of teachers reflection after lesson study cycle notes a commitment to include a new instructional practice related to accountable talk.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

--

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Explicit Instructional Strategies for Diverse Learners

School Lead: Neeves

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Walkthroughs conducted in the 2023-2024 indicate that instructional staff are not regularly including formative assessment into their plans as a means to ensure students are mastering the skills presented in the lesson. We also scored moderate on EL Education’s Implementation Rubric for this area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy has provided professional development about the incorporation about checks for understanding, formative assessment, exit tickets and more as a way to ensure students are mastering skills and standards. Brighton Academy ILT monitor the implementation of this instructional best practice by conducting walkthroughs with specific look-fors as well as ensuring that ILT members follow-up with instructional staff. We will refine our practice by conducting six-week PD Cycle Loops that include whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique & feedback protocols.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Schedule and design six-week PD cycles focused on implementing explicit instructional strategies for diverse learners.	Neeves	ILT members to meet during summer months to create calendar for PD cycles	
8/31/24	Schedule and refine weekly walkthrough system identifying who, when, and how (specific documentation system and feedback structure).	Neeves	Als will support instructional walkthroughs and feedback.	
10/31/24	Conduct first PD cycle loop including whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique/feedback protocols.	Neeves	PLC time dedicated to PD ILT members planning, facilitating PD	
10/31/24	Conduct weekly walkthroughs looking for implementation of explicit instructional strategies covered in the PD cycle loops; provide timely feedback to instructional staff based on what was observed.	Neeves	Time dedicated for walkthroughs	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	PD Calendar created	PD Calendar created, shared with whole staff	
10/31/24	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies. PD Feedback from teachers indicates increased understanding of instructional strategy covered in the PD cycle	

10/31/24	Weekly walkthroughs monitoring explicit instructional strategies for diverse learners in classrooms	ILT members using a shared document to track data and monitor implementation of explicit instructional strategies. 60% of teachers regularly employing key instructional strategies specific to PD cycle loop as evidenced in walkthroughs.	
----------	---	---	--

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Explicit Instructional Strategies for Diverse Learners	School Lead: Neeves
---	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Walkthroughs conducted in the 2023-2024 indicate that instructional staff are not regularly including formative assessment into their plans as a means to ensure students are mastering the skills presented in the lesson. We also scored moderate on EL Education’s Implementation Rubric for this area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy has provided professional development about the incorporation about checks for understanding, formative assessment, exit tickets and more as a way to ensure students are mastering skills and standards. Brighton Academy ILT monitor the implementation of this instructional best practice by conducting walkthroughs with specific look-fors as well as ensuring that ILT members follow-up with instructional staff. We will refine our practice by conducting six-week PD Cycle Loops that include whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique & feedback protocols.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Conduct first PD cycle loop including whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique/feedback protocols	Neeves	PLC time dedicated to PD ILT members planning, facilitating PD	
12/31/24	Conduct weekly walkthroughs looking for implementation of explicit instructional strategies covered in the PD cycle loops; provide timely feedback to instructional staff based on what was observed	Neeves	Time dedicated for walkthroughs	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies	
12/31/24	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies. PD Feedback from teachers indicates increased understanding of instructional strategy covered in the PD cycle loop.	
12/31/24	Weekly walkthroughs monitoring explicit instructional strategies for diverse learners in classrooms	ILT members using a shared document to track data and monitor implementation of explicit instructional strategies. 60% of teachers regularly employing key instructional strategies specific to PD cycle loop as evidenced in walkthroughs.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Explicit Instructional Strategies for Diverse Learners	School Lead: Neeves
---	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Walkthroughs conducted in the 2023-2024 indicate that instructional staff are not regularly including formative assessment into their plans as a means to ensure students are mastering the skills presented in the lesson. We also scored moderate on EL Education’s Implementation Rubric for this area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy has provided professional development about the incorporation about checks for understanding, formative assessment, exit tickets and more as a way to ensure students are mastering skills and standards. Brighton Academy ILT monitor the implementation of this instructional best practice by conducting walkthroughs with specific look-fors as well as ensuring that ILT members follow-up with instructional staff. We will refine our practice by conducting six-week PD Cycle Loops that include whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique & feedback protocols.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Conduct first PD cycle loop including whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique/feedback protocols	Neeves	PLC time dedicated to PD ILT members planning, facilitating PD	
3/31/25	Conduct weekly walkthroughs looking for implementation of explicit instructional strategies covered in the PD cycle loops; provide timely feedback to instructional staff based	Neeves	Time dedicated for walkthroughs	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies	
3/31/25	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies. PD Feedback from teachers indicates increased understanding of instructional strategy covered in the PD cycle loop.	
3/31/25	Weekly walkthroughs monitoring explicit instructional strategies for diverse learners in classrooms	ILT members using a shared document to track data and monitor implementation of explicit instructional strategies. 60% of teachers regularly employing key instructional strategies specific to PD cycle loop as evidenced in walkthroughs.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

--

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Explicit Instructional Strategies for Diverse Learners	School Lead: Neeves
---	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Walkthroughs conducted in the 2023-2024 indicate that instructional staff are not regularly including formative assessment into their plans as a means to ensure students are mastering the skills presented in the lesson. We also scored moderate on EL Education’s Implementation Rubric for this area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy has provided professional development about the incorporation about checks for understanding, formative assessment, exit tickets and more as a way to ensure students are mastering skills and standards. Brighton Academy ILT monitor the implementation of this instructional best practice by conducting walkthroughs with specific look-fors as well as ensuring that ILT members follow-up with instructional staff. We will refine our practice by conducting six-week PD Cycle Loops that include whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique & feedback protocols.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Conduct first PD cycle loop including whole staff PD, differentiated sessions, ‘live the lesson’ experiences, application time, critique/feedback protocols.	Neeves	PLC time dedicated to PD ILT members planning, facilitating PD	
6/30/25	Conduct weekly walkthroughs looking for implementation of explicit instructional strategies covered in the PD cycle loops; provide timely feedback to instructional staff based on what was observed.	Neeves	Time dedicated for walkthroughs	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies.	
6/30/25	Six week PD cycle loop facilitated	PD occurring during the PLC time focused on specific instructional strategies. PD Feedback from teachers indicates increased understanding of instructional strategy covered in the PD cycle loop.	
6/30/25	Weekly walkthroughs monitoring explicit instructional strategies for diverse learners in classrooms	ILT members using a shared document to track data and monitor implementation of explicit instructional strategies. 80% of teachers regularly employing key instructional strategies specific to PD cycle loop as evidenced in walkthroughs.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

--

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 1: Effective PLC Implementation

School Lead: Coleman

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. We scored initial on EL Education’s Implementation Rubric for designing effective lessons that provide multiple pathways for meeting the learning target. From our walkthroughs this year, teachers are not consistently differentiating their instruction based on students’ readiness to meet the learning target. Also, our PLC model this year did not consistently include reviewing student work or assessments to inform instructional decisions in all content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy will continue to build upon the PLC model started in the 2023-2024 which focused on student engagement, accountable talk and looking at student work, looking at examples of formative assessment and by expanding on the strategies themselves and the efficacy of current strategies being utilized.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Lead structured curricular planning time with interested staff to create unit maps aligned to priority learning standards sequenced around opportunities for interdisciplinary connections while being vertically aligned to ensure future progress	Ryan	Summer PD time dedicated to curricular planning with interested staff	
10/31/24	Implement weekly PLC structure including: LASW protocol cycle: <ul style="list-style-type: none"> Teachers bring formative assessment student work to analyze & collaborative plan next day’s lesson based on data Coaches & content liaisons observe instruction and give specific feedback to teachers 	Content Liaisons	PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members	
10/31/24	Monthly Dept Curriculum Planning: <ul style="list-style-type: none"> Collaborative planning time to ensure pacing and use of priority standards. 	Content Liaisons	Teachers gather by department to align curricular plans and develop projects with a focus on high-quality work.	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Curricular plans refined	All content areas have a curricular map posted in the coaches’ office	

10/31/24	PLC structure implemented weekly	Evidence of adapted lesson plan with differentiation based on LASW protocol documentation during weekly PLC Evidence of differentiation in 30% of classrooms observed by content liaisons	
----------	----------------------------------	--	--

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 1: Effective PLC Implementation	School Lead: Coleman
---	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. We scored initial on EL Education’s Implementation Rubric for designing effective lessons that provide multiple pathways for meeting the learning target. From our walkthroughs this year, teachers are not consistently differentiating their instruction based on students’ readiness to meet the learning target. Also, our PLC model this year did not consistently include reviewing student work or assessments to inform instructional decisions in all content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will continue to build upon the PLC model started in the 2023-2024 which focused on student engagement, accountable talk and looking at student work, looking at examples of formative assessment and by expanding on the strategies themselves and the efficacy of current strategies being utilized.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Implement weekly PLC structure including: LASW protocol cycle: <ul style="list-style-type: none"> Teachers bring formative assessment student work to analyze & collaborative plan next day’s lesson based on data Coaches & content liaisons observe instruction and give specific feedback to teachers 	Content Liaisons	PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members	
12/31/24	Monthly Dept Curriculum Planning: <ul style="list-style-type: none"> Collaborative planning time to ensure pacing and use of priority standards. 	Content Liaisons	Teachers gather by department to align curricular plans and develop projects with a focus on high-quality work.	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	PLC structure implemented weekly	Evidence of adapted lesson plan with differentiation based on LASW protocol documentation during weekly PLC. Evidence of differentiation in 50% of classrooms observed by content liaisons.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 1: Effective PLC Implementation

School Lead: Coleman

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. We scored initial on EL Education’s Implementation Rubric for designing effective lessons that provide multiple pathways for meeting the learning target. From our walkthroughs this year, teachers are not consistently differentiating their instruction based on students’ readiness to meet the learning target. Also, our PLC model this year did not consistently include reviewing student work or assessments to inform instructional decisions in all content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy will continue to build upon the PLC model started in the 2023-2024 which focused on student engagement, accountable talk and looking at student work, looking at examples of formative assessment and by expanding on the strategies themselves and the efficacy of current strategies being utilized.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Implement weekly PLC structure including: LASW protocol cycle: <ul style="list-style-type: none"> Teachers bring formative assessment student work to analyze & collaborative plan next day’s lesson based on data Coaches & content liaisons observe instruction and give specific feedback to teachers 	Content Liaisons	PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members	
3/31/25	Monthly Dept Curriculum Planning: <ul style="list-style-type: none"> Collaborative planning time to ensure pacing and use of priority standards. 	Content Liaisons	Teachers gather by department to align curricular plans and develop projects with a focus on high-quality work.	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	PLC structure implemented weekly	Evidence of adapted lesson plan with differentiation based on LASW protocol documentation during weekly PLC Evidence of differentiation in 70% of classrooms observed by content liaisons	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 1: Effective PLC Implementation	School Lead: Coleman
---	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. We scored initial on EL Education’s Implementation Rubric for designing effective lessons that provide multiple pathways for meeting the learning target. From our walkthroughs this year, teachers are not consistently differentiating their instruction based on students’ readiness to meet the learning target. Also, our PLC model this year did not consistently include reviewing student work or assessments to inform instructional decisions in all content areas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will continue to build upon the PLC model started in the 2023-2024 which focused on student engagement, accountable talk and looking at student work, looking at examples of formative assessment and by expanding on the strategies themselves and the efficacy of current strategies being utilized.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Implement weekly PLC structure including: LASW protocol cycle: <ul style="list-style-type: none"> Teachers bring formative assessment student work to analyze & collaborative plan next day’s lesson based on data Coaches & content liaisons observe instruction and give specific feedback to teachers 	Content Liaisons	PLC time, planning during the day for effective PLC implementation by instructional coaches, content liaisons, ILT members	
6/30/25	Monthly Dept Curriculum Planning: <ul style="list-style-type: none"> Collaborative planning time to ensure pacing and use of priority standards. 	Content Liaisons	Teachers gather by department to align curricular plans and develop projects with a focus on high-quality work.	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	PLC structure implemented weekly	Evidence of adapted lesson plan with differentiation based on LASW protocol documentation during weekly PLC Evidence of differentiation in 90% of classrooms observed by content liaisons	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

--

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 2: Tier 1 Intervention Practices

School Lead: Miller

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

This year we increased our focus on short-response writing, which led to inconsistent monitoring and feedback on strategies related to comprehension and fluency. Additionally, while we increased our focus on, and implemented more frequent writing practice aligned to NYS. We scored moderate on EL Education’s Implementation Rubric for this particular area. Students named during focus groups that they are more engaged in AIS class because they feel it’s not as challenging as regular content classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Brighton Academy will refine our short writing response strategy by increasing our monitoring and feedback strategies. Teachers will take part in quarterly data meetings reviewing the results of their short writing response scores and creating plans for the next round of writing in order to see scores continue to improve. Students will be involved in weekly demand writing responses to be graded based on 2-point NYS Testing Rubric. Teachers will record weekly data and conference with students biweekly.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Draft revised structures for tiered interventions in ELA and math to include meeting student needs and gaps in ELA and Math, familiarize students with NYS short response writing rubric, conferencing with students to strengthen short response writing skills throughout AIS	Ryan	Summer planning with instructional coaches	
8/31/24	Create an improved system for monitoring comprehension and fluency in ELA and math involving data tracking and conferencing schedules.	Ryan	Summer planning with instructional coaches	
8/31/24	Plan and facilitate professional development related to comprehension strategies and effective written feedback. PD also to reflect alignment of grading to NYS Rubric for short response writing.	Ryan	Summer planning with instructional coaches	
10/31/24	Conduct walkthroughs and data dives to progress monitor implementation of intervention strategies	Ryan	ILT members budgeting time during the day for walkthroughs	
10/31/24	Evaluate effectiveness of AIS structures and groupings by monitoring student growth	Ryan	Instructional Coaches devoting time to monitor growth	
10/31/24	Conduct data meetings reviewing the first round of short writing responses and creating plans to see improvement in the next round	Ryan	Instructional Coach devoting time to review data with staff	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	Revised structures for intervention as well as a comprehension and	Documented structures for our tiered interventions and	

8/31/24	PD planned and facilitated around comprehension strategies and	90% positive teacher feedback from PD experience.	
10/31/24	Regular walkthroughs conducted	75% evidence of appropriate intervention structures implemented.	
10/31/24	Data dives	Increased number of students demonstrating growth & moving groups.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 2: Tier 1 Intervention Practices	School Lead: Miller
--	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 This year we increased our focus on short-response writing, which led to inconsistent monitoring and feedback on strategies related to comprehension and fluency. Additionally, while we increased our focus on, and implemented more frequent writing practice aligned to NYS. We scored moderate on EL Education’s Implementation Rubric for this particular area. Students named during focus groups that they are more engaged in AIS class because they feel it’s not as challenging as regular content classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will refine our short writing response strategy by increasing our monitoring and feedback strategies. Teachers will take part in quarterly data meetings reviewing the results of their short writing response scores and creating plans for the next round of writing in order to see scores continue to improve. Students will be involved in weekly demand writing responses to be graded based on 2-point NYS Testing Rubric. Teachers will record weekly data and conference with students biweekly.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Conduct walkthroughs and data dives to progress monitor effectiveness	Ryan	ILT members budgeting time during the day for walkthroughs	
12/31/24	Conduct walkthroughs and data dives to progress monitor implementation of comprehension strategies	Ryan	ILT members budgeting time during the day for walkthroughs	
12/31/24	Evaluate effectiveness of AIS structures and groupings by monitoring student growth	Ryan	Instructional Coaches devoting time to monitor growth	
12/31/24	Conduct data meetings reviewing the second round of short writing responses and creating plans to see improvement in the next round	Ryan	Instructional Coach devoting time to review data with staff	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Walkthroughs and data dives conducted	Regular walkthroughs and data dives around the specified	
12/31/24	Regular walkthroughs conducted	80% evidence of appropriate intervention structures implemented	
12/31/24	Data dives	Increased number of students demonstrating growth & moving groups from previous cycle	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

--

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 2: Tier 1 Intervention Practices

School Lead: Miller

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy? This year we increased our focus on short-response writing, which led to inconsistent monitoring and feedback on strategies related to comprehension and fluency. Additionally, while we increased our focus on, and implemented more frequent writing practice aligned to NYS, we want to increase practices related to students receiving feedback, writing revisions, and writing stamina. While in mathematics we will focus on closing math skill gaps until students reach fractions level or higher. We scored moderate on EL Education’s Implementation Rubric for this particular area. Students named during focus groups that they are more engaged in AIS class because they feel it’s not as challenging as regular content classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Brighton Academy will refine our short writing response strategy by increasing our monitoring and feedback strategies. Teachers will take part in quarterly data meetings reviewing the results of their short writing response scores and creating plans for the next round of writing in order to see scores continue to improve. Students will be involved in weekly demand writing responses to be graded based on 2-point NYS Testing Rubric. Teachers will record weekly data and conference with students biweekly.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Conduct walkthroughs and data dives to progress monitor effectiveness	Ryan	ILT members budgeting time during the day for walkthroughs	
3/31/25	Conduct walkthroughs and data dives to progress monitor implementation of comprehension strategies	Ryan	ILT members budgeting time during the day for walkthroughs	
3/31/25	Evaluate effectiveness of AIS structures and groupings by monitoring student growth	Ryan	Instructional Coaches devoting time to monitor growth	
3/31/25	Conduct data meetings reviewing the third round of short writing responses and creating plans to see improvement in the next round	Ryan	Instructional Coach devoting time to review data with staff	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Walkthroughs and data dives conducted	Regular walkthroughs and data dives around the specified strategies.	
3/31/25	Regular walkthroughs conducted	85% evidence of appropriate intervention structures implemented.	
3/31/25	Data dives	Increased number of students demonstrating growth & moving groups from previous cycle.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 2: Tier 1 Intervention Practices

School Lead: Miller

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? This year we increased our focus on short-response writing, which led to inconsistent monitoring and feedback on strategies related to comprehension and fluency. Additionally, while we increased our focus on, and implemented more frequent writing practice aligned to NYS, we want to increase practices related to students receiving feedback, writing revisions, and writing stamina. While in mathematics we will focus on closing math skill gaps until students reach fractions level or higher. We scored moderate on EL Education's Implementation Rubric for this particular area. Students named during focus groups that they are more engaged in AIS class because they feel it's not as challenging as regular content classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Brighton Academy will refine our short writing response strategy by increasing our monitoring and feedback strategies. Teachers will take part in quarterly data meetings reviewing the results of their short writing response scores and creating plans for the next round of writing in order to see scores continue to improve. Students will be involved in weekly demand writing responses to be graded based on 2-point NYS Testing Rubric. Teachers will record weekly data and conference with students biweekly.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Conduct walkthroughs and data dives to progress monitor effectiveness	Ryan	ILT members budgeting time during the day for walkthroughs	
6/30/25	Conduct walkthroughs and data dives to progress monitor implementation of comprehension strategies	Ryan	ILT members budgeting time during the day for walkthroughs	
6/30/25	Evaluate effectiveness of AIS structures and groupings by monitoring student growth	Ryan	Instructional Coaches devoting time to monitor growth	
6/30/25	Conduct data meetings reviewing the final round of short writing responses and evaluating effectiveness of this year's short writing response strategy	Ryan	Instructional Coach devoting time to review data with staff	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Walkthroughs and data dives conducted	Regular walkthroughs and data dives around the specified strategies.	
6/30/25	Regular walkthroughs conducted	90% evidence of appropriate intervention structures implemented.	
6/30/25	Data dives	Increased number of students demonstrating growth & moving groups from the previous cycle.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 1: Parent communication strategy including regular updating of contact information.	School Lead: Gregory
---	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Data related to our Friday outreach time suggests that we need a refined system of documentation and monitoring around family contact. We scored initial on EL Education’s Implementation Rubric for this particular area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We believe that despite the improvements in our chronic absenteeism rates due to our attendance team and monitoring system, there is a need for an increase in family outreach and communication.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Create a system for family outreach and engagement with designated responsibilities for all staff	Gregory	Gregory along with support staff planning out a new outreach system over the summer	
8/31/24	Create a system for monitoring outreach	Gregory	Gregory along with support staff planning out a new monitoring system over the summer	
10/31/24	Support students to reflect on the relationship between PRIDE and academic achievement during Crew	Schwartzmeyer	Crew Leaders, Crew Plans	
10/31/24	Communicate regularly with families to check in and share student progress	Schwartzmeyer	Crew leaders, designated contact time	
10/31/24	Monitor outreach logs on a weekly basis	Gregory	Gregory, Support Staff checking and monitoring outreach logs	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	System for family outreach and engagement created	100% of families are able to be reached.	
8/31/24	Monitoring system for outreach created	A plan exists for monitoring contact information to ensure all families are able to be reached.	
10/31/24	Weekly communication with families	Consistent documentation of regular, weekly communication with families.	
10/31/24	Outreach monitored weekly	Outreach logs are monitored and checked for evidence of regular, weekly outreach.	

10/31/24	Crew walkthroughs	50% evidence of crew advisors supporting students in reflecting on PRIDE and their academic success.	
----------	-------------------	--	--

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 1: Parent communication strategy including regular updating of contact information	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Data related to our Friday outreach time suggests that we need a refined system of documentation and monitoring around family contact. We scored initial on EL Education’s Implementation Rubric for this particular area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We believe that despite the improvements in our chronic absenteeism rates due to our attendance team and monitoring system, there is a need for an increase in family outreach and communication.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Support students to reflect on the relationship between PRIDE and academic achievement during Crew	Schwartzmeyer	Crew Leaders, Crew Plans	
12/31/24	Communicate regularly with families to check in and share student progress	Schwartzmeyer	Crew leaders, designated contact time	
12/31/24	Monitor outreach logs on a weekly basis	Gregory	Gregory, Support Staff checking and monitoring outreach logs	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Regular communication with families	Consistent documentation of regular, weekly communication with families.	
12/31/24	Outreach monitored weekly	Outreach logs are monitored and checked for evidence of regular, weekly outreach.	
12/31/24	Crew walkthroughs	55% evidence of crew advisors supporting students in reflecting on PRIDE and their academic success.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 1: Parent communication strategy including regular updating of contact information	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Data related to our Friday outreach time suggests that we need a refined system of documentation and monitoring around family contact. We scored initial on EL Education’s Implementation Rubric for this particular area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We believe that despite the improvements in our chronic absenteeism rates due to our attendance team and monitoring system, there is a need for an increase in family outreach and communication.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Support students to reflect on the relationship between PRIDE and academic achievement during Crew	Schwartzmeyer	Crew Leaders, Crew Plans	
3/31/25	Communicate regularly with families to check in and share student progress	Schwartzmeyer	Crew leaders, designated contact time	
3/31/25	Monitor outreach logs on a weekly basis	Gregory	Gregory, Support Staff checking and monitoring outreach logs	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Regular communication with families	Consistent documentation of regular, weekly communication with families.	
3/31/25	Outreach regularly monitored	Outreach logs are monitored and checked for evidence of regular, weekly outreach.	
3/31/25	Crew walkthroughs	60% evidence of crew advisors supporting students in reflecting on PRIDE and their academic success.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 1: Parent communication strategy including regular updating of contact information	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Data related to our Friday outreach time suggests that we need a refined system of documentation and monitoring around family contact. We scored initial on EL Education’s Implementation Rubric for this particular area.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We believe that despite the improvements in our chronic absenteeism rates due to our attendance team and monitoring system, there is a need for an increase in family outreach and communication.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Support students to reflect on the relationship between PRIDE and academic achievement during Crew.	Schwartzmeyer	Crew Leaders, Crew Plans	
6/30/25	Communicate regularly with families to check in and share student progress.	Schwartzmeyer	Crew leaders, designated contact time	
6/30/25	Monitor outreach logs on a weekly basis.	Gregory	Gregory, Support Staff checking and monitoring outreach logs	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Regular communication with families	Consistent documentation of regular, weekly communication with families.	
6/30/25	Outreach regularly monitored	Outreach logs are monitored and checked for evidence of regular, weekly outreach.	
6/30/25	Crew walkthroughs	65% evidence of crew advisors supporting students in reflecting on PRIDE and their academic success.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 2: Effective Attendance Team	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Disaggregated data reveals a need for additional resources to be provided to specific subgroups such as students with IEPs, as well as students with transportation needs and students who may be behind on their required vaccinations.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will begin to track, and progress monitor specific subgroups and caseloads of students for their chronic absenteeism status.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Attendance team meets to discuss roles and responsibilities around regarding the year’s priorities.	Gregory	Support staff meets with admin over the summer	
8/31/24	Attendance team creates initiatives/incentives to support increasing attendance with identified subgroups.	Gregory	Support staff meets with admin over the summer	
10/31/24	Attendance team meets bi-weekly to monitor SCEP attendance priorities.	Gregory	Weekly attendance team meeting	
10/31/24	Attendance team monitors attendance percentage of identified subgroups. Attendance team monitors impact of initiatives and incentives.	Gregory	Weekly attendance team meeting	
10/31/24	Attendance team assigns and updates specific caseloads to members targeting identified subgroups.	Gregory	Weekly attendance team meeting	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	Roles, responsibilities, initiatives and incentives created	Clear, communicated roles and responsibilities for attendance team members as well as a calendar of initiatives/incentives for attendance.	
10/31/24	Bi-weekly attendance meetings	Documented minutes, agenda of meetings.	
10/31/24	Targeted subgroup percentages for chronic absenteeism monitored weekly	Baseline for subgroup CA created.	
10/31/24	CA caseloads created/updated	Log of CA caseloads shared amongst attendance team, Crew leaders.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

--

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 2: Effective Attendance Team	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Disaggregated data reveals a need for additional resources to be provided to specific subgroups such as students with IEPs, as well as students with transportation needs and students who may be behind on their required vaccinations.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will begin to track, and progress monitor specific subgroups and caseloads of students for their chronic absenteeism status.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Attendance team meets bi-weekly to monitor SCEP attendance priorities.	Gregory	Weekly attendance team meeting	
12/31/24	Attendance team monitors attendance percentage of identified subgroups. Attendance team monitors impact of initiatives and incentives.	Gregory	Weekly attendance team meeting	
12/31/24	Attendance team assigns and updates specific caseloads to members targeting identified subgroups.	Gregory	Weekly attendance team meeting	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Bi-weekly attendance meetings	Documented minutes, agenda of meetings	
12/31/24	Targeted subgroup percentages for chronic absenteeism monitored weekly	Improved subgroup CA percentages	
12/31/24	CA caseloads created/updated	Log of CA caseloads shared amongst attendance team, Crew	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 2: Effective Attendance Team	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Disaggregated data reveals a need for additional resources to be provided to specific subgroups such as students with IEPs, as well as students with transportation needs and students who may be behind on their required vaccinations.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will begin to track, and progress monitor specific subgroups and caseloads of students for their chronic absenteeism status.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Attendance team meets bi-weekly to monitor SCEP attendance priorities.	Gregory	Weekly attendance team meeting	
3/31/25	Attendance team monitors attendance percentage of identified subgroups. Attendance team monitors impact of initiatives and incentives.	Gregory	Weekly attendance team meeting	
3/31/25	Attendance team assigns and updates specific caseloads to members targeting identified subgroups.	Gregory	Weekly attendance team meeting	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Bi-weekly attendance meetings	Documented minutes, agenda of meetings.	
3/31/25	Targeted subgroup percentages for chronic absenteeism monitored weekly	Improved subgroup CA percentages.	
3/31/25	CA caseloads created/updated	Log of CA caseloads shared amongst attendance team, Crew leaders.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 2: Effective Attendance Team	School Lead: Gregory
--	-----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Disaggregated data reveals a need for additional resources to be provided to specific subgroups such as students with IEPs, as well as students with transportation needs and students who may be behind on their required vaccinations.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Brighton Academy will begin to track, and progress monitor specific subgroups and caseloads of students for their chronic absenteeism status.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Attendance team meets bi-weekly to monitor SCEP attendance priorities.	Gregory	Weekly attendance team meeting	
6/30/25	Attendance team monitors attendance percentage of identified subgroups. Attendance team monitors impact of initiatives and incentives.	Gregory	Weekly attendance team meeting	
6/30/25	Attendance team assigns and updates specific caseloads to members targeting identified subgroups.	Gregory	Weekly attendance team meeting	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Bi-weekly attendance meetings	Documented minutes, agenda of meetings.	
6/30/25	Targeted subgroup percentages for chronic absenteeism monitored weekly	Improved subgroup CA percentages.	
6/30/25	CA caseloads created/updated	Log of CA caseloads shared amongst attendance team, Crew leaders.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 1: Social Emotional Learning	School Lead: Simeon
--	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 We continue to observe inconsistent implementation of crew curriculum across all grade levels. Also, 10% of students named on the survey that they do not feel like they belong at school ever, with 30% naming sometimes. Students also named in focus groups that teacher fidelity to structures and curriculum positively impacts their social emotional needs and learning.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In the spring of 2023-2024, we piloted a new key strategy to support successful social emotional learning (crew) implementation where one lead teacher per grade level came together as a “Crew Captain” team to design curriculum and monitor implementation. Progress was seen and this strategy needs to be expanded for this year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Determine Crew Captains and refine roles and responsibilities	Neeves	Neeves summer planning	
8/31/24	Design schoolwide Crew curriculum map that includes (a) identified learning targets, (b) common Crew protocols and procedures, (c) identified Crew focus and purpose (e.g., college planning for secondary students), and (d) progress monitoring tools.	Schwartzmeyer	Crew Captains summer planning	
8/31/24	Facilitate PD to revisit consistent norms and routines for Crew with Crew advisors.	Schwartzmeyer	Crew Captains summer planning	
10/31/24	Facilitate Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons.	Simeon	Simeon developing PD/Staff Crew	
10/31/24	Design and share daily crew lessons (prepare and share necessary materials for crew lessons) aligned to crew curriculum map.	Schwartzmeyer	Schwartzmeyer, Crew lessons created and distributed	
10/31/24	Observe, co-facilitate, and provide feedback to crew advisors on implementation of crew lessons on a weekly basis.	Schwartzmeyer	Crew Captains regularly visiting Crews	
10/31/24	Lead walkthroughs to progress monitor effective implementation.	Schwartzmeyer	Crew Captains leading walkthroughs & progress monitoring	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	Crew curriculum map created	Documented crew curriculum map and communicated with staff	
10/31/24	Monthly Walkthroughs	75% of crew advisors show evidence of crew structures and	

10/31/24	Crew Captains feedback to admin	Crew Captains consistent, weekly documentation of observations,	
----------	---------------------------------	---	--

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan			

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 1: Social Emotional Learning	School Lead: Simeon
--	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy? We continue to observe inconsistent implementation of crew curriculum across all grade levels. Also, 10% of students named on the survey that they do not feel like they belong at school ever, with 30% naming sometimes. Students also named in focus groups that teacher fidelity to structures and curriculum positively impacts their social emotional needs and learning.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. In the spring of 2023-2024, we piloted a new key strategy to support successful social emotional learning (crew) implementation where one lead teacher per grade level came together as a “Crew Captain” team to design curriculum and monitor implementation. Progress was seen and this strategy needs to be expanded for this year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Lead Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons.	Simeon	Simeon developing PD/Staff Crew	
12/31/24	Design and share daily crew lessons (prepare and share necessary materials for crew lessons) aligned to crew curriculum map.	Schwartzmeyer	Schwartzmeyer, Crew lessons created and distributed	
12/31/24	Observe, co-facilitate, and provide feedback to crew advisors on implementation of crew lessons on a weekly basis.	Schwartzmeyer	Crew Captains regularly visiting Crews	
12/31/24	Lead walkthroughs to progress monitor effective implementation.	Schwartzmeyer	Crew Captains leading walkthroughs & progress monitoring	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Monthly Walkthroughs	80% of crew advisors show evidence of crew structures and use of provided curriculum	
Nov-Dec	Crew Captains feedback to admin	Crew Captains consistent, weekly documentation of observations, cofacilitation & feedback	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 1: Social Emotional Learning	School Lead: Simeon
--	----------------------------

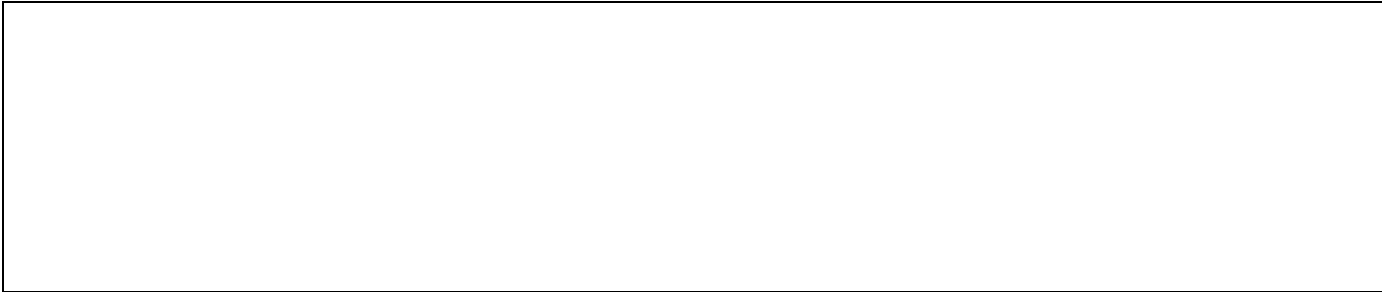
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy? We continue to observe inconsistent implementation of crew curriculum across all grade levels. Also, 10% of students named on the survey that they do not feel like they belong at school ever, with 30% naming sometimes. Students also named in focus groups that teacher fidelity to structures and curriculum positively impacts their social emotional needs and learning.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. In the spring of 2023-2024, we piloted a new key strategy to support successful social emotional learning (crew) implementation where one lead teacher per grade level came together as a “Crew Captain” team to design curriculum and monitor implementation. Progress was seen and this strategy needs to be expanded for this year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Lead Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons.	Simeon	Simeon developing PD/Staff Crew	
3/31/25	Design and share daily crew lessons (prepare and share necessary materials for crew lessons) aligned to crew curriculum map.	Schwartzmeyer	Schwartzmeyer, Crew lessons created and distributed	
3/31/25	Observe, co-facilitate, and provide feedback to crew advisors on implementation of crew lessons on a weekly basis.	Schwartzmeyer	Crew Captains regularly visiting Crews	
3/31/25	Lead walkthroughs to progress monitor effective implementation.	Schwartzmeyer	Crew Captains leading walkthroughs & progress monitoring	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Monthly Walkthroughs	85% of crew advisors show evidence of crew structures and use of provided curriculum.	
Jan-Mar	Crew Captains feedback to admin	Crew Captains consistent, weekly documentation of observations, cofacilitation & feedback.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan



Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 1: Social Emotional Learning	School Lead: Simeon
--	----------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy? We continue to observe inconsistent implementation of crew curriculum across all grade levels. Also, 10% of students named on the survey that they do not feel like they belong at school ever, with 30% naming sometimes. Students also named in focus groups that teacher fidelity to structures and curriculum positively impacts their social emotional needs and learning.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. In the spring of 2023-2024, we piloted a new key strategy to support successful social emotional learning (crew) implementation where one lead teacher per grade level came together as a “Crew Captain” team to design curriculum and monitor implementation. Progress was seen and this strategy needs to be expanded for this year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Lead Staff Crew to support staff in deepening their understanding of the purpose of Crew and how to facilitate lessons.	Simeon	Simeon developing PD/Staff Crew	
6/30/25	Design and share daily crew lessons (prepare and share necessary materials for crew lessons) aligned to crew curriculum map.	Schwartzmeyer	Schwartzmeyer, Crew lessons created and distributed	
6/30/25	Observe, co-facilitate, and provide feedback to crew advisors on implementation of crew lessons on a weekly basis.	Schwartzmeyer	Crew Captains regularly visiting Crews	
6/30/25	Lead walkthroughs to progress monitor effective implementation.	Schwartzmeyer	Crew Captains leading walkthroughs & progress monitoring	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	Monthly Walkthroughs	75% of crew advisors show evidence of crew structures and use of provided curriculum.	
6/30/25	Crew Captains feedback to admin	Crew Captains consistent, weekly documentation of observations, cofacilitation & feedback.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 2: Multi-tiered-Student-Support System (MTSS)	School Lead: Al-Dubai
---	------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 From our root cause analysis, we found that the follow-up of action plans named during these meetings is not occurring and therefore this system needs refinement.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Refine by strengthening structures and systems to include greater communication and data tracking processes.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Create meetings, structures, plans and defined purposes for MTSS team.	Al-Dubai	Summer planning time	
8/31/24	Communicate MTSS Systems to all staff through PD.	Al-Dubai	Summer PD	
10/31/24	Facilitate weekly MTSS meetings to discuss student progress towards identified goals based on data.	Al-Dubai	Weekly MTSS meetings	
10/31/24	Create and regularly update and monitor MTSS caseloads bi-weekly.	Al-Dubai	Weekly MTSS meetings	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/24	MTSS system refined	Documentation and communication to staff.	
10/31/25	Caseloads	100% of Caseloads updated, monitored bi-weekly.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 2: Multi-tiered-Student-Support System (MTSS)	School Lead: Al-Dubai
---	------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 From our root cause analysis, we found that the follow up of action plans named during these meetings is not occurring and therefore this system needs refinement.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Refine by strengthening structures and systems to include greater communication and data tracking processes.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/31/24	Discuss student progress towards identified goals based on data during weekly MTSS mtgs	Al-Dubai	Weekly MTSS meetings	
12/31/24	Create and regularly update and monitor MTSS caseloads bi-weekly	Al-Dubai	Weekly MTSS meetings	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	MTSS system refined	Documentation and communication to staff.	
12/31/24	Caseloads	100% of caseloads updated bi-weekly.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 2: Multi-tiered-Student-Support System (MTSS)	School Lead: Al-Dubai
---	------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 From our root cause analysis, we found that the follow up of action plans named during these meetings is not occurring and therefore this system needs refinement.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Refine by strengthening structures and systems to include greater communication and data tracking processes.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/25	Discuss student progress towards identified goals based on data during weekly MTSS mtgs.	Al-Dubai	Weekly MTSS meetings	
3/31/25	Create and regularly update and monitor MTSS caseloads bi-weekly.	Al-Dubai	Weekly MTSS meetings	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	MTSS system refined	Documentation and communication to staff.	
3/31/25	Caseloads	100% of Caseloads updated bi-weekly.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student’s needs.

Key Strategy 2: Multi-tiered-Student-Support System (MTSS)	School Lead: Al-Dubai
---	------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 From our root cause analysis, we found that the follow up of action plans named during these meetings is not occurring and therefore this system needs refinement.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Refine by strengthening structures and systems to include greater communication and data tracking processes.

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/30/25	Weekly MTSS occur to discuss student progress towards identified goals based on data.	Al-Dubai	Weekly MTSS meetings	
6/30/25	Create and regularly update and monitor MTSS caseloads bi-weekly.	Al-Dubai	Weekly MTSS meetings	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/30/25	MTSS system refined	Documentation and communication to staff	
6/30/25	Caseloads	100% of caseloads updated bi-weekly	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

END OF YEAR SURVEY

The following questions and responses will be used as feedback on the school's progress toward each commitment.

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	90% strongly agree or agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% strongly agree or agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	90% strongly agree or agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	90% strongly agree or agree	
5	It was evident that our school focused on numeracy and literacy.	90% strongly agree or agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	90% strongly agree or agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	90% strongly agree or agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	90% strongly agree or agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	90% strongly agree or agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	90% strongly agree or agree	

	Student Survey Questions (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	43%	65%	
2	How often are people disrespectful to others at your school? (SC1)	15%	50%	
3	How often do students get into physical fights at your school? (SC2)	18%	50%	
4	How likely is it that someone from your school will bully you online? (SC3)	67%	80%	
5	How often do you worry about violence at your school? (SC4)	49%	70%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	49%	70%	
7	Overall, how much do you feel like you belong at your school? (SB4)	51%	70%	
8	How respectful is your teacher towards you? (TSR4)	74%	90%	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	79%	90%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	86%		
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	69%	85%	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	79%	90%	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	64%	85%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	43%	65%	
7	How motivating are the classroom lessons at your child's school? (SC2)	43%	65%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	64%	85%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	15%	50%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	43%	65%	

SCEP DEVELOPMENT TEAM PARTICIPATION

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Peter Neeves	Principal		5/6	5/13	5/16	6/5, 6/7	6/3	6/13, 14, 17, 18, 20
Rickey Gregory	Admin Intern			5/13	5/16		6/3	6/13, 14, 17, 18, 20
Krystal Coleman	Admin Intern		5/6	5/13	5/16		6/3	6/13, 14, 17, 18, 20
Abdulilah Al-Dubai	Admin Intern		5/6	5/13	5/16		6/3	6/13, 14, 17, 18, 20
Janelle Wilcox	Teacher (ELA)		5/6				6/3	
Nicole Miller	Teacher (Math)		5/6	5/13	5/16		6/3	6/13, 14, 17, 18, 20
Janae Greene	Teacher (Math)		5/6				6/3	
Emily Erlendson	Teacher (ELA)		5/6	5/13			6/3	
Marleah Tkacz	Teacher (ELA)		5/6	5/13			6/3	
Connor Dwyre	Teacher (SpEd)		5/6				6/3	
Lisa Zeller	EL Education Coach							6/17, 6/18
Dave Ryan	Instructional Coach		5/6	5/13	5/16	6/5, 6/7	6/3	6/13, 14, 17, 18, 20
Agnes Sageer	Instructional Coach		5/6		5/16	6/5, 6/7	6/3	6/13, 14, 17, 18, 20
Julia King	Teacher (ELA)		5/6				6/3	
Jhacara Pam	Parent		5/6				6/3	
Stephanie Ray	Parent		5/6				6/3	
Kendaisha Smiley	Parent							7/1

LEARNING AS A TEAM

Directions: After completing the previous sections, the team should complete the reflective prompt(s) below.

Student Interviews

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

The student interview process gave us valuable insight as to how students perceived the function of our academic systems in addition to our attendance and SEL processes. For example, students had strong views on the positive relationships they currently hold with their teachers, but students also felt that they were ready to take on more in the classroom. This led us to agreeing with the district's push for accountable talk to be a significant strategy that we would incorporate.