2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	PSLA @ Fowler High School	Richard Romeo	9-12	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	
Name	*Title / Role*
1 Richard Romeo	Principal
2 Rebekah Grecco	Vice Principal
3 Ian Lane	Instructional Coach
4 Molly Woods	Teacher/ STA Rep
5 Teresa Gallo	Teacher
6 Edward Northrop	Teacher
7 Theresa Calabrese	Teacher
8 Joyce Figueroa	Parent
9 Lakena Gamble	Parent

2024-25 SCEP Guidance & Next Steps

Table of Contents – Bookmark Links

OVERVIEW PAGE

	Year-End Goals	
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	
2	Math	Goals will be developed after all 2023-24 data are available
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**	E
		2	**Claim, Evidence, & Reasoning**	E
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	**Formative Assessment Practices**	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	**Promoting Student Voice & Student Leadership**	E
		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	**Staff to Student Check-ins**	E
		2	**Multi-Tiered System of Supports (MTSS)**	E

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.	

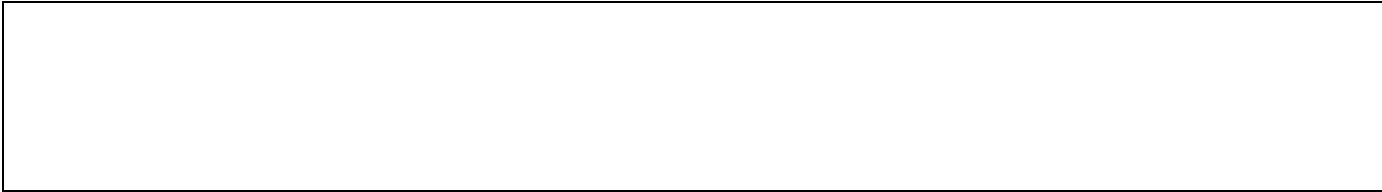|	
Key Strategy 1: Accountable Talk	**School Lead:** Rebekah Grecco, Vice

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.
Accountable talk implementation will be expanded upon by offering more opportunities for staff to engage in professional development. Administrators and instructional coaches will provide teachers with more constructive feedback to improve accountable talk implementation.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/1-8/15	Collaborate with Leadership Team to create Professional learning opportunities around Accountable Talk.	Romeo	Time	
8/25-9/15	Roll out Professional Learning opportunities for all staff at PSLA @ Fowler surrounding Accountable Talk.	Lane Grecco	Time	
8/25-9/15	Finalize and review the walkthrough tool with PSLA @ Fowler staff and review classroom expectations surrounding accountable talk.	Ian Lane- Instructional Coach, Administrative Team	Time	
9/15	A walk-through tool specific to observing accountable talk implementation will be created and shared with all teachers	Lane	Time	
9/20	Create survey gauging staff understanding of accountable talk walk-through tool. Share with staff and collect results	Ian Lane – Instructional Coach	Time	
9/12-10/31	Hold Session 1 and Session 2 of our Professional learning opportunities about Accountable Talk Strategies. Session 1- 9/12/24 Session 2- 10/10/24	Ian Lane- Instructional Coach Administrative Team	PD	
9/15-10/15	Each administrator will continue being in PLCs to ensure all staff are using accountable talk strategies.	Principal – Rich Romeo	Time	
9/30-10/15	Begin classroom walkthroughs to look for accountable talk strategies in the classroom. A walk-through by an administrator or coach will occur once weekly	VP – Dave Pierce	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15/2024-10/16/2024	Have a completed walkthrough tool that includes accountable talk look fors	Evidence of accountable talk practices in 40% of classroom visits.	
10/30/24	Baseline Benchmark data at 15% passing rate for all 4 core content areas.	15% of students scoring a 65 or higher on Core Benchmark Exam 1	

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: Rebekah Grecco, Vice Principal

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.
Accountable talk implementation will be expanded upon by offering more opportunities for staff to engage in professional development. Administrators and instructional coaches will provide teachers with more constructive feedback to improve accountable talk implementation.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/31	Continue walkthroughs to accumulate data on accountable talk strategies. A walk-through by an administrator or coach will occur once weekly in every classroom.	VP – Adel Valdes	Time	🟥
11/1-12/31	Hold Session 3 (11/15) and Session 4 (12/15) of our Professional learning opportunities about Accountable Talk Strategies.	VP – Rebekah Grecco	Time	🟥
11/1-12/31	Administrative team will continue to attend PLC meeting to oversee roll out of accountable talk strategies	Intern – Mike Spier	Time	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/15/24	Walkthrough data indicating positive trends in teacher use of accountable talk.	Evidence of accountable talk practices in 50% of classroom visits.	
12/15/24	Passing rate for MP 2 progress report to be 10% higher than MP1 progress reports	At least 10% more students are passing core content area classes with a 65 or higher in comparison to MP1.	

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: Rebekah Grecco, Vice Principal

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
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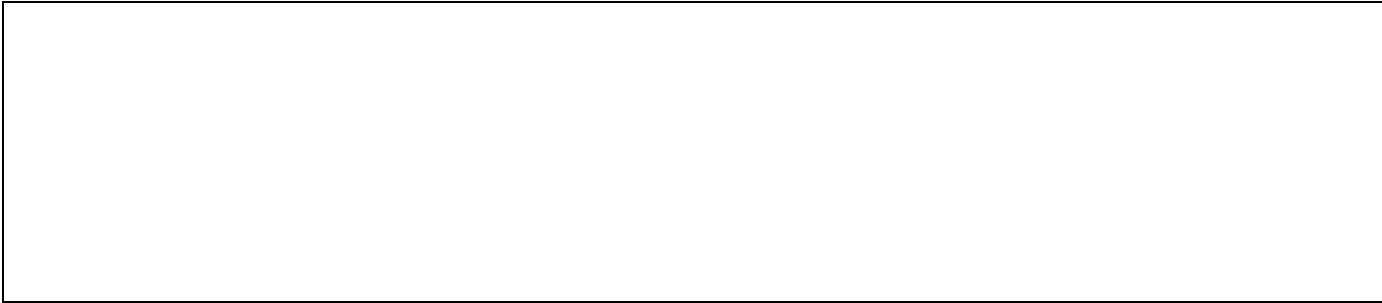
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1/25-3/1/25	Hold Session 5 and Session 6 of our Professional learning opportunities about Accountable Talk Strategies.	Romeo/ Instructional Coach	PD	
1/1/25-3/1/25	Continue walkthroughs to accumulate data on accountable talk strategies	VP – Dave Pierce	Time	
1/1/25-2/1/25	Each administrator will continue being in PLCs to ensure all staff are using accountable talk strategies.	VP – Adel Valdes Instructional Coaches	Time	
1/1/25-1/15/25	Share mid-year staff survey evaluating PD roll out for accountable talk and school's implementation.	VP- Dave Pierce Instructional Coach- Ian Lane	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
2/15/24	Re-share BOY staff survey to gauge teacher progress and confidence with Accountable Talk	Staff responses are 20% more positive than responses on BOY survey	
3/30/24	Walkthrough data continues to indicate positive trends in teacher use of accountable talk.	Evidence of accountable talk practices in 70% of classroom visits.	
3/30/24	Mid-year Benchmark passing rate of 25%.	25% of students scored a 65 or higher on mid-year benchmark in all 4 core content areas.	

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: Rebekah Grecco, Vice Principal

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.
Accountable talk implementation will be expanded upon by offering more opportunities for staff to engage in professional development. Administrators and instructional coaches will provide teachers with more constructive feedback to improve accountable talk implementation.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1- 6/25	Hold Session 7 and Session 8 of our Professional learning opportunities about Accountable Talk Strategies.	VP- Rebekah Grecco/ Vice Principal	PD, People, Time	
4/1- 6/25	Continue walkthroughs to accumulate data on accountable talk strategies	Intern – Mike Spier	Time	
4/1-6/25	Issue a staff survey for feedback about the professional learning experiences for the year	Instructional Coach	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/25	Walkthrough data shows positive trends for accountable talk practices in classrooms	Accountable talk strategies are identified in 90% of classroom visits.	
6/15/25	End of Year Benchmark pass rate at 40% for all 4 content areas	40% of students score at least a 65 or higher on all 4 core content area benchmark exams.	
6/15/25	EOY Accountable Talk Survey to staff	Staff feedback on EOY survey shows to be 80% more positive than BOY survey.	

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: Claim, Evidence, & Reasoning	School Lead: Rebekah Grecco, Vice Principal

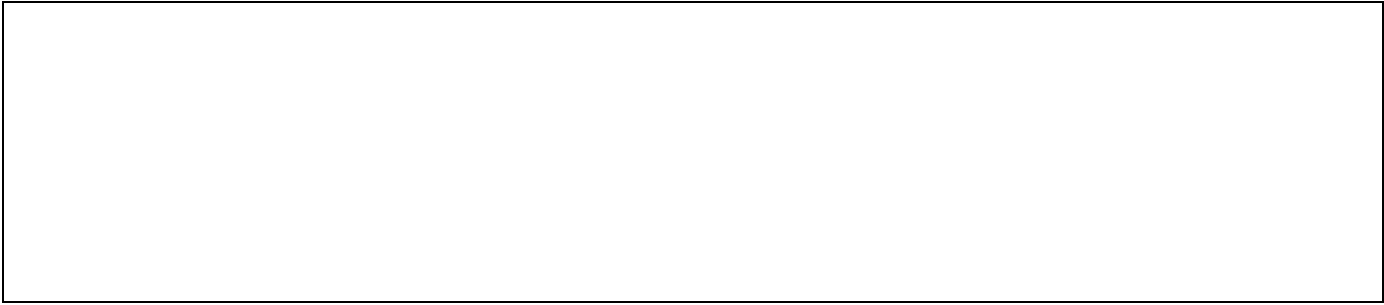| Using the school's needs assessment and considering root causes, why is the school selecting this strategy? |
|---|
| The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| For the 2024-25 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies. This will be more in depth and organized CER implementation compared to previous years |

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/15	Collaborate with Leadership Team and instructional coach to create walkthrough tool.	Principal – Rich Romeo, Instructional Coach	Time	
9/1	Roll out walkthrough tool to staff along with professional learning opportunities around CER.	VP – Dave Pierce, Instructional Coach	Time, PD	
8/25-9/15	Collaborate with Leadership Team, Instructional Coaches and Administrators to develop 4 CER assignments given quarterly in core classes.	VP – Adel Valdes, Instructional Coach	Time	
By 10/31	Hold Session 1 and Session 2 of our professional learning opportunities about CER.	Instructional Team	Time	
By 9/30	Begin classroom walkthroughs to look for CER in the classroom.	VP – Rebekah Grecco	Time	
By 9/15	Give CER Assignment #1, which will be connected to the respective content areas of implementation	Intern – Mike Spier, Instructional Coach	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/15/24	Baseline walkthrough data of at least 50% of teachers using CER strategies in classrooms	Evidence of CER strategies in 50% of classroom visits.	
10/30/24	Baseline CER assignment scores of at least 25% proficient.	At least 25% of students score proficient (3 or 4) on 4-point CER assignments given in core classes.	

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: Claim, Evidence, & Reasoning	School Lead: Grecco

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. For the 2024-25 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/5	Data Analysis of CER #1 and presented to departments	Instructional Coach	Time	
11/1-12/31	Continue walkthroughs to accumulate data on CER Strategies	Romeo	Time	
11/1-12/31	Hold Session 3 and 4 of our professional learning opportunities about CER strategies.	VP – Dave Pierce, Instructional Coach	Time, PD	
11/1-12/31	Give CER Assignment 2	VP – Adel Valdes, Instructional coach	Time	
12/1-12/31	Present findings at Department meetings from CER Assignment 1 and Assignment 2	Department leads, teachers	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/15/24	Positive trends to walkthrough data for CER strategies in classroom visits	Evidence of CER strategies in 65% of classroom visits.	
10/30/24	Positive trends to CER assignment 2 in comparison to CER assignment 1.	At least 40% of students score proficient (3 or 4) on 4-point CER assignment #2 given in core classes.	

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: Claim, Evidence, & Reasoning	School Lead: Rebekah Grecco, Vice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
For the 2024-25 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies.
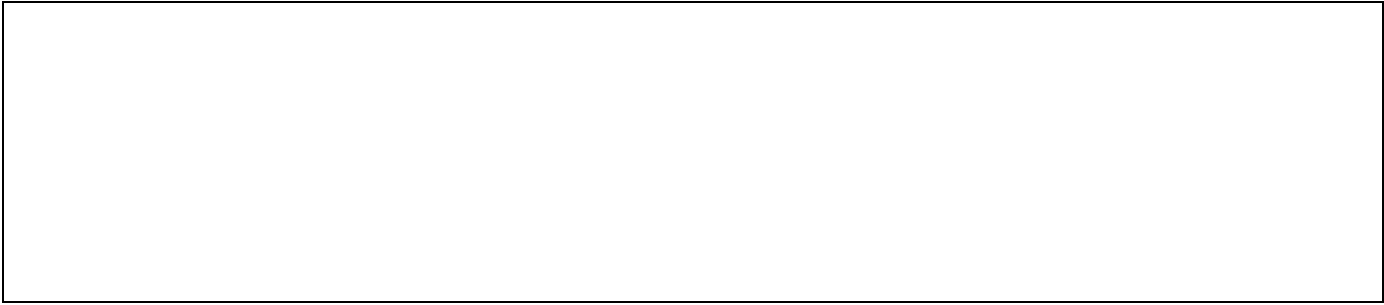
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/30	Continue walkthroughs to accumulate data on CER Strategies	VP– Rebekah Grecco Instructional Coaches	Time	🟥
1/1-3/30	Hold Session 3 and 4 of our professional learning opportunities about CER strategies	Instructional Coaches Lead Teachers	Time, PD	🟥
1/15-2/15	Teachers analyze written responses from January regents during department meetings. Teachers work with instructional coaches to evaluate the effectiveness of CER and modify teaching strategy of CER based on findings.	ELA, Math, Science, Social Studies teachers	Time	🟥
2/15-3/30	Give CER Assignment #3 in all core classes.	ELA, Math, Science, Social Studies teachers	Time	🟥
2/15-3/30	Share at department meetings findings from CER Assignment #3.	ELA, Math, Science, Social Studies teachers	Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
1/15/24	Continuing positive trends to walkthrough data indicating teachers using CER strategies in classrooms	Evidence of CER strategies in 75% of classroom visits.	
1/30/24	Increasing positive data on CER assignment #3 in comparison to CER assignments #2 and #1.	At least 50% of students score proficient (3 or 4) on 4-point CER assignments given in core classes.	

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: Claim, Evidence, & Reasoning	School Lead: Rebekah Grecco, Vice Principal

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The CER strategy is an essential strategy for students to use on all Regents exams, NYSESLAT and other formal assessments. This strategy helps struggling writers to organize their thoughts in writing.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
For the 2024-25 school year, teachers will progress monitor students' CER writing pieces and reflect on their own instruction around CER strategies.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1-6/15	Continue walkthroughs to accumulate data on CER Strategies	Intern – Mike Spier Instructional Coaches	Time	🟥
4/1-6/15	Hold Session 5 and 6 of our professional learning opportunities about CER strategies.	Instructional Coaches Lead Teachers	Time, PD	🟥
5/15-6/15	Give CER Assignment #4 in all core classes.	ELA, Math, Science, Social Studies teachers	Time	🟥
5/15-6/15	Share at department meetings findings from CER Assignment #4.	ELA, Math, Science, Social Studies teachers	Time	🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/24	Continuing positive trends to walkthrough data indicating teachers using CER strategies in classrooms	Evidence of CER strategies in 95% of classroom visits.	
6/30/24	Increasing positive data on CER assignment #4 in comparison to CER assignments #3, #2 and #1.	At least 75% of students score proficient (3 or 4) on 4-point CER assignments given in core classes.	

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: Rebekah Grecco, Vice Principal

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.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by using the PLC strategies and ideology learned at PLC leader PD in Spring of 2024. Specifically, PLCs will focus on working toward goals that can be implemented immediately.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/2024 - 5/2024	Attend training on effective PLC implementation (6 total days)	Romeo Instructional Coaches – Teresa Gallo and Ian Lane	Time	
8/1/24	Review master schedule to make sure PLC schedule is available to all staff	Principal Rich Romeo- V.P Rebekah Grecco	Time	
8/15 – 9/1/24	Determine different PLCs to be established and notify staff members which PLC(s) they will participate in	VP – Adel Valdes, instructional coaches	Time	
9/1/24	Notify all staff of expectations for PLCs (frequency of meetings, what is to be accomplished during meetings, etc.). 100% of instructional staff are expected to attend PLC meetings prepared to engage with the rest of the PLC regarding all relevant topics. PLCs will be provided with a protocol to assist with holding meetings that focus on working toward short term action steps and goals.	VP – Dave Pierce	Time	
9/20	Set short term goals for students within the respective PLCs	PLC leads and participants	Time	
9/15 – 10/31/24	Hold weekly PLC meetings (first meetings to be held week of 9/15)	PLC leads and participants	Time	
10/31/24	Send out quarterly PLC survey to staff for feedback on effectiveness and progress towards short-term goals.	Instructional Coach, Ian Lane	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/1-10/31	Baseline data for Quarterly PLC survey to show 60% effectiveness and 60% short term goals met	60% of staff attending PLCs think that Quarter 1 PLCs were effective	

		and felt that short-term goals outlined were met	
10/31	Student grades for MP1 show 50% of students passing 4 or more classes	50% of students are passing at least 4 classes	

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

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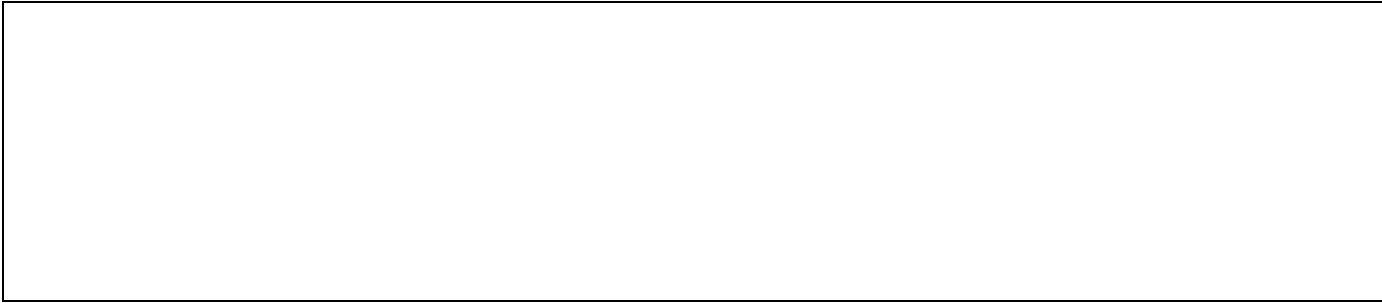|	
Key Strategy 1: Effective PLC Implementation	**School Lead: Grecco**

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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by using the PLC strategies and ideology learned at PLC leader PD in Spring of 2024. Specifically, PLCs will focus on working toward goals that can be implemented immediately.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s)** **Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
11/1-12/31	PLCs continue to hold regular meetings. 100% of instructional staff are expected to attend PLC meetings prepared to engage with the rest of the PLC regarding all relevant topics.	PLC leads and participants	Time	
11/1	Provide PLCs with protocol to assess goal progress	Instructional coaches	Time, Budget	
11/5	PLCs assess progress of short-term goals set in September/October and determine next steps if necessary	PLC leads and participants	Time	
11/15	Teachers plan and teach lessons that align with the goals set by their respective PLCs. Teachers may plan using the school lesson plan template	Teachers	Time	
11/1-11/15	Observe PLCs and provide feedback to different PLCs	Intern – Mike Spier, instructional coaches	Time	
12/1-12/15	PLCs set new staff/student goals for second semester	PLC leads and participants	Time	
12/15/24	Share Quarterly PLC Survey #2 to staff	Instructional Coach, Ian Lane	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/15/24	Positive trends on Quarterly PLC survey indicating that PLCs are effective and goals are being met	75% of staff attending PLCs believe that Quarter 2 PLCs were effective and believe that short-term goals outlined were met	
12/15/24	Positive trends on student grades from MP1 to MP2.	65% of students are passing at least 4 classes	

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: Rebekah Grecco, Vice Principal

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This strategy will be refined by using the PLC strategies and ideology learned at PLC leader PD in Spring of 2024. Specifically, PLCs will focus on working toward goals that can be implemented immediately.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	PLCs continue to hold regular meetings	PLC leads and participants	Time	🟥
1/1-1/15	PLCs determine action steps necessary for teachers and students to work toward established goals	PLC leads and participants	Time	🟥
2/15-2/28	Observe PLCs and provide feedback to different PLCs	Principal – Rich Romeo, instructional coaches	Time	🟥
3/1-3/31	PLCs set actionable goals for the final months of the school year	PLC leads and participants	Time	🟥
3/31/24	Share Quarterly PLC Survey with staff	Instructional Coach, Ian Lane	Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/30/25	Positive trends on Quarterly PLC survey indicating that PLCs are effective and goals are being met	85% of staff attending PLCs believe that Quarter 3 PLCs were effective and believe that short-term goals outlined were met	
3/30/25	Positive trends on student grades from MP1 to MP3.	75% of students are passing at least 4 classes	

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

Academic Commitment 2 – Strategy 1   **January - March**

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: Rebekah Grecco, Vice Principal

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.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by using the PLC strategies and ideology learned at PLC leader PD in Spring of 2024. Specifically, PLCs will focus on working toward goals that can be implemented immediately.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1-6/15	PLCs continue to hold regular meetings	PLC leads and participants	Time	🟥
5/1-5/15	PLCs assess progress of end of year goals set in March and determine next steps if necessary	PLC leads and participants	Time	🟥
5/15-5/31	Observe PLCs and provide feedback to different PLCs	VP – Adel Valdes, instructional coaches	Time	🟥
6/1-6/15	Reflect on PLC effectiveness and goal-setting, determine what changes could be made to improve implementation	VP – Dave Pierce, instructional coaches, PLC leads and participants	Time	🟥
6/1/24	Share final Quarterly PLC Survey with staff	Instructional Coach, Ian Lane	Time	🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/25	Positive trends on Quarterly PLC survey indicating that PLCs are effective and goals are being met	90% of staff attending PLCs believe that Quarter 2 PLCs were effective and believe that short-term goals outlined were met	
6/15/25	Positive trends on student grades from MP1 to MP4.	85% of students are passing at least 4 classes	

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.

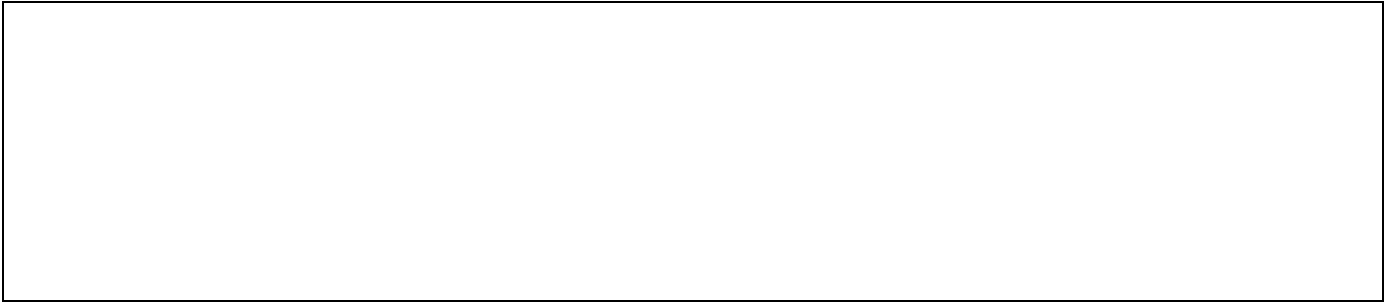| Key Strategy 2: Formative Assessment Practices	School Lead: Ian Lane, Instructional Coach

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We are implementing formative assessment strategies to ensure that students are being assessed throughout class and not waiting until the end. We want students to have immediate feedback.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/1/24	Determine expectations for formative assessment implementation	Principal- Rich Romeo, instructional coaches	Time	
8/30/24	Provide PD to teachers about formative assessment strategies and expectations	Instructional Coaches	Time, PD	
9/15/24	Provide e-mail and face to face reminders to staff of formative assessment expectations	VP – Dave Pierce	Time	
9/15/24	Provide teachers with a self-reflection tool to gauge student engagement around formative assessment	Instructional Coach – Ian Lane	Time	
9/15/24 – 10/31/24	Conduct walk-throughs in classrooms specifically focused on formative assessment implementation/provide teachers with actionable feedback	VP – Adel Valdes, instructional coaches	Time	
By 10/15	Admin. Team works with instructional coaches using walk-through data to identify teachers who need more guidance around formative assessment. Provide additional PD to teachers as needed.	Instructional coaches	Time, PD	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15-10/1	Baseline walkthrough data indicating that formative assessments are used in 50% of classroom visits	Evidence of formative assessments in 50% of classroom visits	
10/30/24	Baseline Benchmark data at 15% passing rate for all 4 content areas.	15% of students scoring a 65 or higher on Core Benchmark Exam 1	

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: Formative Assessment Practices	School Lead: Ian Lane, Instructional Coach

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We are implementing formative assessment strategies to ensure that students are being assessed throughout class and not waiting until the end. We want students to have immediate feedback.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1-11/30	Conduct follow up walk-throughs to assess ongoing formative assessment implementation	Vice Principal – Rebekah Grecco, Instructional coaches	Time	
12/1	Identify 5-10 model classrooms for formative assessment implementation	Intern – Mike Spier, Instructional coaches	Time	
12/1	Identify teachers that could benefit from observing formative assessment in a model classroom	Principal – Rich Romeo, instructional coaches	Time	
12/1-12/15	Create timeline/schedule for teachers in need to observe model classrooms after break	VP – Dave Pierce, instructional coaches	Time	
12/15	Create reflection protocol for teachers to focus their observations	Instructional coaches	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1-12/20	Walkthrough data indicating positive trends in the use of formative assessments during instruction	Evidence of formative assessments in 65% of classroom visits	
12/15	Progress Reports for MP2 indicate higher achievement than MP1	20% more students are passing core content classes as compared to MP1 progress report.	

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: Formative Assessment Practices	School Lead: Ian Lane, Instructional Coach

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We are implementing formative assessment strategies to ensure that students are being assessed throughout class and not waiting until the end. We want students to have immediate feedback.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/1-1/15	Secure sub coverage for teacher observations	Secretaries	Time, Budget	🟥
1/15-1/30	Teachers observe formative assessment strategies in model classrooms	Teachers	Time, Subs	🟥
1/15-1/30	Teachers who visited classrooms complete reflection protocols and plan lessons to implement learned strategies	Teachers	Time	🟥
2/1-2/28	Conduct follow-up walk-throughs for teachers who observed model classrooms. Provide feedback to teachers	VP – Adel Valdes, instructional coaches	Time	🟥
3/1-3/31	Conduct routine walk-throughs for all teachers to look for ongoing formative assessment implementation	VP – Rebekah Grecco, instructional coaches	Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/1-3/30	Positive trends to walkthrough data indicating increase of formative assessments used during instruction	Evidence of formative assessments in 75% of classroom visits	
3/30	Benchmark data at 25% passing rate for all 4 content areas.	25% of students scoring a 65 or higher on Core Benchmark Exam 2	

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: Formative Assessment Practices	School Lead: Ian Lane, Instructional Coach

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We are implementing formative assessment strategies to ensure that students are being assessed throughout class and not waiting until the end. We want students to have immediate feedback.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy will be refined by having a more organized approach to making sure our teachers are providing formative assessment to students regularly. We will implement more professional learning opportunities for staff members throughout the year. We will complete walkthroughs more frequently and continue to survey students to ask if they feel they are receiving feedback on their learning during class.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-4/15	Communicate expectation of using at least 2 formative assessment checks for understanding per lesson	Intern – Mike Spier	Time	
4/15-5/15	Ongoing walk-throughs to assess level of formative assessment implementation	Principal – Rich Romeo, instructional coaches	Time	
5/15-6/5	Implementation of regents focused formative assessment in all Regents classes	Regents teachers	Time	
6/15-6/30	Teachers complete end of year reflection on formative assessment implementation/plan for improvements to be made for next year	Teachers	Time	
6/15-6/30	Admins and coaches reflect on building-wide formative assessment implementation/plan for changes and improvements to be made for next year	VP – Dave Pierce, instructional coaches	Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/1-6/15	Positive trends to walkthrough data indicating increased use of formative assessments during instruction	Evidence of formative assessments in 90% of classroom visits	
6/15	Benchmark data at 40% passing rate for all 4 content areas.	40% of students scoring a 65 or higher on Core Benchmark Exam 2	

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: Promoting Student Voice & Student Leadership	School Lead: Michael Spier (Admin Intern)

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|---|
| **Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**
Promoting student voice will give students a sense of ownership and bring light to issues of equity and barriers that prevent students from attending school daily. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
This strategy is being expanded by providing more opportunities for student voice through votes, panels and student leadership committee (PSLA Student Voices). |

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
8/15-8/25	Review attendance data and trends from the 2023-24 school year by grade level and by period.	Mike Spier Attendance Team	Time	
8/15-9/15	Develop "PSLA Support Menu" for families to view and indicate supports that they need to overcome barriers of getting to and from school on time. Menu will be mailed home to PSLA families by 9/1. An electronic version will be available on the school website.	Rebekah Grecco Impact Team	Time	
8/15-9/15	Review procedures and protocols for chronic absenteeism. Clarify procedures of reporting, contacting families and documenting.	Quentin Scott Impact Team	time	
9/1-9/30	Arrange a diverse group of students to represent peer voices on the PSLA Student Voices committee	Mike Spier PSLA Student Voices	Time	
9/1-10/31	Execute chronic absenteeism protocols as determined by Impact Team (See above)	Quentin Scott Impact Team	Time, Budget	
9/20	Review applications for the Principals Advisory council.	Richard Romeo, Principal	Time	
10/10	Hold first meeting for PSLA Student Voices Committee	Mike Spier	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we saw:**
10/31	Baseline attendance data of at least 50% of students attending all 7 periods of the school day.	Course attendance showing that 50% of students attended all 7 classes each day for the first quarter.	
10/31	Baseline grades data showing that at least 50% of students passed 4 or more classes for MP1	50% of students passed 4 or more classes for MP1.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
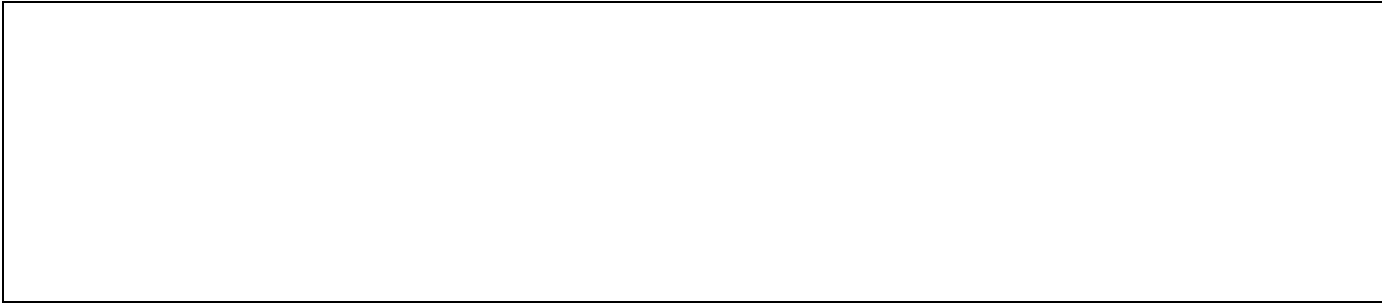
Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 1: Promoting Student Voice & Student Leadership	School Lead: Michael Spier (Admin Intern) and Equity & Climate Team

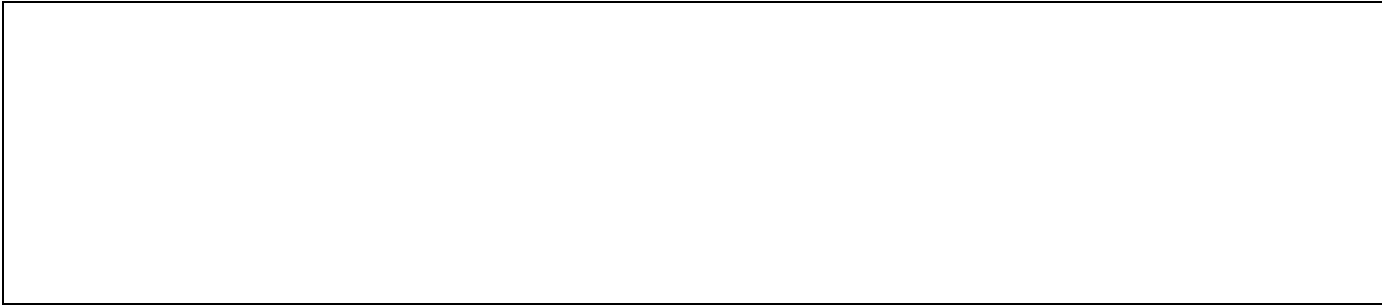| **Using the school's needs assessment and considering root causes, why is the school selecting this strategy?** |
|---|
| Promoting student voice will give students a sense of ownership and bring light to issues of equity and barriers that prevent students from attending school daily. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This strategy is being expanded by providing more opportunities for student voice through voting, panels and student leadership committees (PSLA Student Voices, Principals Advisory). |

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-11/15	Review attendance data for Q1 of 2024.	Quentin Scott Attendance Team	Time	
11/1-12/31	Continue implementing strong procedures and protocols for chronically absent students. Conduct home visits, attendance phone calls, documentation.	Quentin Scott Impact Team	Time	
11/1-12/31	Hold meetings #2 and #3 with PSLA Student Voices	Mike Spier PSLA Student Voices	Time	
11/1-12/31	Offer "PSLA Support Menu" to families struggling with attendance via flyers, phone calls, home visits, etc.	Dave Pierce Impact Team	Budget	
11/1	Complete Meeting # 1 for the Principals Advisory Council	Richard Romeo-Principal	Time	
12/1	Complete Meeting # 2 for the Principals Advisory Council	Richard Romeo-Principal	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/31	Positive trends to course attendance data indicating that students are in all 7 scheduled classes	Course attendance showing that 60% of students attended all 7 classes each day for the second quarter.	
12/31	Positive trends to student grades from MP1 to MP2.	60% of students passed 4 or more classes for MP2 in comparison to MP1.	

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: Promoting Student Voice & Student Leadership	School Lead: Michael Spier (Admin Intern)

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Promoting student voice will give students a sense of ownership and bring light to issues of equity and barriers that prevent students from attending school daily.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy is being expanded by providing more opportunities for student voice through voting, panels and student leadership committees (PSLA Student Voices, Principals Advisory).

IMPLEMENTATION PLAN (JANUARY-MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
3/1	Review attendance data for Q2 of 2025.	Quentin Scott, Attendance Team	Time	
3/31	Continue implementing strong procedures and protocols for chronically absent students. Conduct home visits, attendance phone calls, documentation.	Quentin Scott Impact team	Time	
3/31	Hold meetings #4 and #5 with PSLA Student Voices	Mike Spier PSLA Student voices	Time	
2/28	Review supports of "PSLA Support Menu" and make adjustments for the second half of the year.	Adel Valdes Impact Team	Budget	
3/31	Complete Meeting # 3, and Meeting # 4 for the Principals Advisory Council	Richard Romeo- Principal	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31	Positive trends to course attendance data indicating that students are in all 7 scheduled classes	Course attendance showing that 65% of students attended all 7 classes each day for the second quarter.	
3/31	Positive trends to student grades from MP1 to MP3.	75% of students passed 4 or more classes for MP3 in comparison to MP1.	

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: Promoting Student Voice & Student Leadership	School Lead: **Michael Spier (Admin Intern)** **Equity & Climate Team**

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Promoting student voice will give students a sense of ownership and bring light to issues of equity and barriers that prevent students from attending school daily.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy is being expanded by providing more opportunities for student voice through voting, panels and student leadership committees (PSLA Student Voices, Principals Advisory).
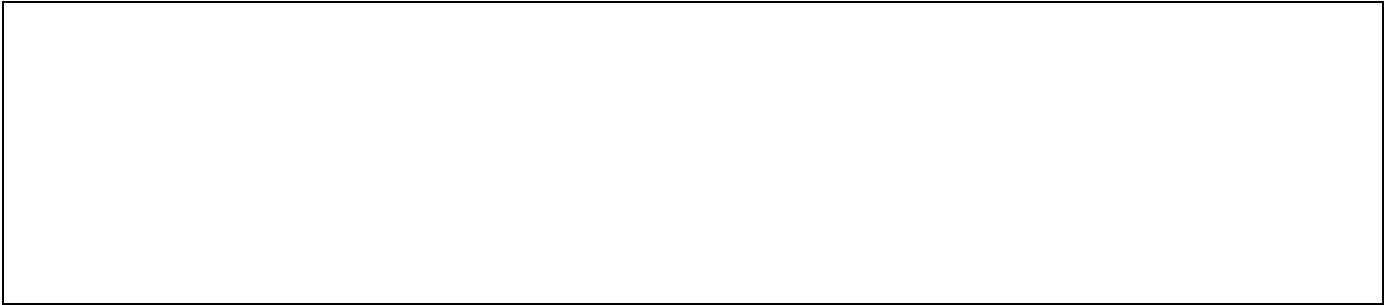
IMPLEMENTATION PLAN (APRIL-JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
6/1	Review attendance data for Q3 & Q4 of 2025.	Quentin Scott, Attendance Team	Time	
6/1	Continue implementing strong procedures and protocols for chronically absent students. Conduct home visits, attendance phone calls, documentation.	Quentin Scott Impact Team	Time	
6/15	Hold meetings #6 and #7 with PSLA Student Voices	Mike Spier PSLA Student Voices	Time	
6/15	Continue offering families support based on "PSLA Support Menu"	Dave Pierce Impact Team	Budget	
6/15	Complete Meeting # 5, and Final Meeting for the Principals Advisory Council	Richard Romeo- Principal	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15	Positive trends to course attendance data indicating that students are in all 7 scheduled classes	Course attendance showing that 70% of students attended all 7 classes each day for the second quarter.	
6/15	Positive trends to student grades from MP1 to MP4.	85% of students passed 4 or more classes for MP4 in comparison to MP1.	

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: Implementing an Effective Attendance Team	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We have had success with decreasing chronic absenteeism in the past three years, but we need to intervene with students earlier to continue the decrease.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will refine the process of implementing an effective attendance team by conducting earlier interventions. Implementation will be more organized and directed.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/1/24-8/30/24	Review attendance team protocols and make necessary adjustments. Add extra meetings to create early intervention strategies when students begin to miss 2-4 days of school.	Quentin Scott	Time, Budget	
8/1/24-8/30-2024	Recruit additional members to join the Attendance Team at PSLA @ Fowler High School.	Quentin Scott, Administrative Team	Time, Budget	
8/1/24-8/30/24	Set the Attendance Team schedule for the 2024-2025 school year	Quentin Scott, Administrative Team	Time	
8/15-9/30	Meet with Middle School Teams on Teams at a common available time (likely after school) and discuss our tiered students. Discuss strategies to implement immediately upon entering PSLA @ Fowler High School	Quentin Scott , Administrative Team	Time	
10/1-10/30	Hold initial attendance team meetings and review attendance data for the first 2 months of school	Attendance Team, Quentin Scott	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/30/24	Impactful attendance team meetings	Protocols are followed for 85% of at-risk chronically absent students	
10/30/24	Baseline attendance data shows 35% of students as chronically absent	35% of students are on the trajectory of being considered chronically absent	

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: Implementing an Effective Attendance Team	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We have had success with decreasing chronic absenteeism in the past three years, but we need to intervene with students earlier to continue the decrease.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will refine the process of implementing an effective attendance team by conducting earlier interventions. Implementation will be more organized and directed.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/30	Continue holding weekly attendance meetings	Mr. Scott	People , Budget	
By 11/30	Set school-wide attendance goals for second half of school year	Mr. Spaights, Attendance team	Time	
12/15	Determine action steps to meet established attendance goals in January	Ms. Ray, Attendance team	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/30/24	Impactful attendance team meetings	Protocols are followed for 90% of at-risk chronically absent students	
12/30/24	Baseline attendance data shows 30% of students as at-risk of being chronically absent	30% of students are on the trajectory of being considered chronically absent	

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: Implementing an Effective Attendance Team	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We have had success with decreasing chronic absenteeism in the past three years, but we need to intervene with students earlier to continue the decrease.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will refine the process of implementing an effective attendance team by conducting earlier interventions. Implementation will be more organized and directed.

	IMPLEMENTATION PLAN (JANUARY – MARCH)			
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	Continue holding weekly attendance meetings	Mr. Scott	People , Budget	
1/15	Follow up on established action steps from December and develop a timeline of completion for the action steps to work toward established goals	Mr. Scott Attendance team	Time	
2/1	Goal status check-in	Mr. Spaights, Attendance team	Time, People	
2/1-3/31	Parent/guardian outreach and home visits for students with chronic absenteeism	Ms. Ray, Attendance team	Time	

	PROGRESS MONITORING (JANUARY – MARCH)		
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/30/24	Impactful attendance team meetings	Protocols are followed for 95% of at-risk chronically absent students	
12/30/24	Baseline attendance data shows 25% of students as at-risk of being chronically absent	25% of students are on the trajectory of being considered chronically absent	

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 Assessment 2: Implementing an Effective Attendance Team	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
We have had success with decreasing chronic absenteeism in the past three years, but we need to intervene with students earlier to continue the decrease.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will refine the process of implementing an effective attendance team by conducting earlier interventions. Implementation will be more organized and directed.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1-6/15	Continue holding weekly attendance meetings	Mr. Scott	People , Budget	
5/1	Assess and re-evaluate status of goals established in December	Mr. Spaights, Attendance team	Time	
5/15	Meet with teachers of chronically absent students to develop plans to help those students finish the year successfully	Ms. Ray, Attendance team, teachers	Time	
5/15-6/15	Support chronically absent students with make-up work to earn credit	Teachers	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15	Impactful attendance team meetings	Protocols are followed for 100% of at-risk chronically absent students	
6/16	Baseline attendance data shows 20% of students as at-risk of being chronically absent	20% of students are on the trajectory of being considered chronically absent	

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: Staff to Student Check-ins	School Lead: Adel Valdes, Vice Principal

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Keeping the lines of communication open between staff, students, administrators and families is very important for educating each student holistically.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. PSLA has done a great job checking in and mentoring students, however for the 2024-25 school year, we will expand on this strategy by having clear guidelines and protocols in place to ensure proper documentation and communication.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment**	**P**
8/25	All students grades 9-12 are scheduled into academies based on their CTE pathways.	Rebekah Grecco, School Counselors	Time	
8/25	Admin team and SLT develop guidelines and procedure for regular student check ins	Richard Romeo, Admin team, SLT	Time	
9/5	Guidance for staff-student check ins is shared with staff at Opening Days presentations	Richard Romeo	Time	
9/15	Students are divided up by academy teams to ensure consistent relationships and check ins throughout the year.	Richard Romeo, PSLA Teachers	Time	
10/1	Academy teams check in with students and families per guidelines shared by the administration team.	PSLA Teachers	Time	
10/15	Students and families are surveyed about quality and frequency of check-ins	Adel Valdes	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	Baseline data for check-ins shows 60% satisfaction rate for quality and frequency	60% of students and families who respond to survey indicated that they are satisfied with staff to student check ins	
10/31	Behavior data from Q1 of 2024 is lower than behavior data from Q1 of 2023.	Level 3 and 4 referrals are 10% lower than Q1 of 2023.	

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.

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Keeping the lines of communication open between staff, students, administrators and families is very important for educating each student holistically.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. PSLA has done a great job checking in and mentoring students, however for the 2024-25 school year, we will expand on this strategy by having clear guidelines and protocols in place to ensure proper documentation 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
11/1-12/30	Academy teams meet to discuss student concerns	Academy Principals – Dave Pierce, Adel Valdes, Mike Spier, Rebekah Grecco, PSLA Teachers	Time	
11/10	SLT and Admin team evaluate impact of check-in protocols and make adjustments as needed.	SLT, VP – Dave Pierce	Time	
12/1-12/10	Academy teams check in with students per guidelines shared by the administration team.	PSLA Teachers	Time	
12/10-12/20	Academy teams check in with families per guidelines shared by the administration team.	PSLA Teachers	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31	Survey sent to families and students shows increasing satisfaction with referrals	75% of students and families who respond to survey are pleased with frequency and quality of check ins	
12/31	Behavior data from Q2 of 24-25 SY is lower than behavior data from Q2 of 23-24 SY.	Level 3 and 4 referrals for Q2 of the 24-25 SY are 15% lower than Q2 of the 23-24 SY.	

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: Staff to Student Check-ins	School Lead: Adel Valdes, Vice Principal

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Keeping the lines of communication open between staff, students, administrators and families is very important for educating each student holistically.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
PSLA has done a great job checking in and mentoring students, however for the 2024-25 school year, we will expand on this strategy by having clear guidelines and protocols in place to ensure proper documentation 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**
1/1-3/31	Academy teams continue meet to discuss student concerns	Academy Principals – Dave Pierce, Adel Valdes, Mike Spier, Rebekah Grecco, PSLA Teachers	Time	
1/1-3/31	SLT and Admin team continue to evaluate impact of check-in protocols and make adjustments as needed.	SLT, VP – Adel Valdes	Time	
1/1-3/31	Academy teams continue to check in with students and families per guidelines shared by the administration team.	PSLA Teachers	Time	
1/15-1/30	Reshare survey to families to gather mid-year data	VP- Adel Valdes		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31	Survey sent to families and students shows increasing satisfaction with referrals	80% of students and families who respond to survey are pleased with frequency and quality of check ins	
3/31	Behavior data from Q3 of 24-25 SY is lower than behavior data from Q3 of 23-24 SY.	Level 3 and 4 referrals for Q3 of the 24-25 SY are 20% lower than Q3 of the 23-24 SY.	

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: Staff to Student Check-ins	School Lead: Adel Valdes, Vice Principal

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Keeping the lines of communication open between staff, students, administrators and families is very important for educating each student holistically.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
PSLA has done a great job checking in and mentoring students, however for the 2024-25 school year, we will expand on this strategy by having clear guidelines and protocols in place to ensure proper documentation and communication.
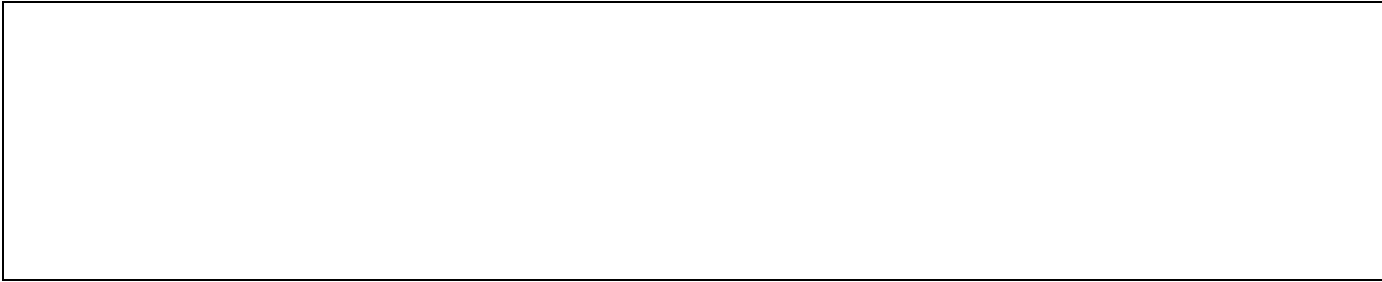
IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-6/15	Academy teams continue meet to discuss student concerns	Academy Principals – Dave Pierce, Adel Valdes, Mike Spier, Rebekah Grecco, PSLA Teachers	Time	
4/1-6/15	SLT and Admin team continue to evaluate impact of check-in protocols and make adjustments as needed.	SLT, Rebekah Grecco	Time	
4/1-6/15	Academy teams continue to check in with students and families per guidelines shared by the administration team.	PSLA Teachers	Time	
4/15-4/30	Academy teams notify students and families about all pertinent end of year information (review sessions, regents testing, graduation, etc).	Teachers	Time	
6/1-6/15	Students and families complete a survey assessing the quality of communication and outreach throughout the school year	Students and families	Time	
6/1-6/15	Reshare surveys with families to gather EOY data			

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15	Survey sent to families and students shows increasing satisfaction with referrals	90% of students and families who respond to survey are pleased with frequency and quality of check ins	
6/15	Behavior data from Q4 of 24-25 SY is lower than behavior data from Q4 of 23-24 SY.	Level 3 and 4 referrals for Q4 of the 24-25 SY are 25% lower than Q4 of the 23-24 SY.	

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

Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The school is selecting this strategy because our population of students comes to us with many diverse needs. Our students need many different levels of support to ensure they have the opportunity to be successful in high school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy is being expanded upon by involving more stakeholders and putting more organization and systems in place to ensure the success of our students.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
9/1-10/30	Meet every Wednesday to discuss student needs. (SIT team already established in 23-24 school year)	Romeo, Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	9:00 a.m. Wednesday. Back conference room	🟥
9/1-10/30	Meet with CBO's to discuss case-loads, school polices, building concerns.	Otts, Cusano, Scott, Spaights	9:30 every Tuesday, Back conference.	🟥
9/1-10/30	Use school data to work with students individually to create a student success plan (Friday Transition and wrap-around meetings)	Otts/Cusano/ Isham, Romanenko, Casamento, Bernazani	Fridays' at 8:30 in the back conference. Social workers and counselors.	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	Baseline grades for students receiving Tier 2 and Tier 3 supports shows students to be passing 5 out of 7 classes.	60% of students receiving Tier 2 and Tier 3 supports are passing 5 of 7 classes for MP1.	
10/15	Decrease in repeat referrals from Q1 of the 23-24 SY to Q1 of 24-25 SY	Q1 of 24-25 SY has 25% less repeat referrals than Q1 of 23-24 SY	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Gathering data through school-tool to reduce suspensions. Using the wrap around and SIT team to make referrals and offer support to our highest need students.

Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The school is selecting this strategy because our population of students comes to us with many diverse needs. Our students need many different levels of support to ensure they have the opportunity to be successful in high school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy is being expanded upon by involving more stakeholders and putting more organization and systems in place to ensure the success of our students.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/30	Meet every Wednesday to discuss student needs. Using classroom data at this point to address student needs. (SIT)	Romeo, Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	9:00 a.m. Wednesday. Back conference room	█
11/1-12/30	Meet with CBO's. At this point we will begin to assign students to caseloads and start student interventions.	Scott, Spaights	9:30 every Tuesday, Back conference	█
11/1-12/30	Use school data to work with students individually to create a student success plan (Friday Transition and wrap-around meetings)	Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	Friday's 8:30.	█

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/31	Grades for students receiving Tier 2 and Tier 3 supports shows students to be passing 5 out of 7 classes.	70% of students receiving Tier 2 and Tier 3 supports are passing 5 of 7 classes for MP2.	
12/31	Decrease in repeat referrals from Q2 of the 23-24 SY to Q2 of 24-25 SY	Q2 of 24-25 SY has 35% less repeat referrals than Q2 of 23-24 SY	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
Support staff will use behavior, attendance, and academic data to gather referrals that need additional wrap around support. Staff will meet with students, perform home visits if needed.

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 System of Supports (MTSS)	School Lead: Quentin Scott

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The school is selecting this strategy because our population of students comes to us with many diverse needs. Our students need many different levels of support to ensure they have the opportunity to be successful in high school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This strategy is being expanded upon by involving more stakeholders and putting more organization and systems in place to ensure the success of our students.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	The student intervention team will meet every Wednesday to discuss student needs. Using classroom data at this point to address student needs. Continuing to use data for referrals.	Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	9:00 a.m. Wednesday	
1/1-3/31	Student Support Staff Meeting. Social workers and Deans will meet with CBO's. Will continue to monitor caseloads and re-assign new students. Collect and monitor data from CBO referrals.	Scott, Spaights, Otts, Cusano	9:30 a.m. Tuesdays	
1/1-3/31	Use school data to work with students individually to create a student success plan (Friday Transition and wrap-around meetings)	Romeo, Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	Friday a.m. 8:30.	
1/1-1/15	Administrative team meets to analyze behavior data of referrals to look for evidence of impact and a decrease level of referrals from the 23-24 school year.	Richard Romeo, Principal	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31	Grades for students receiving Tier 2 and Tier 3 supports shows students to be passing 5 out of 7 classes.	75% of students receiving Tier 2 and Tier 3 supports are passing 5 of 7 classes for MP3.	
3/31	Decrease in repeat referrals from Q3 of the 23-24 SY to Q3 of 24-25 SY	Q3 of 24-25 SY has 45% less repeat referrals than Q3 of 23-24 SY	

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

During this time, we will be looking at caseloads and student needs to make the appropriate referrals. Working with CBO's to make sure that they are using the right interventions to support student needs.

Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Quentin Scott

| **Using the school's needs assessment and considering root causes, why is the school selecting this strategy?** |
|---|
| The school is selecting this strategy because our population of students comes to us with many diverse needs. Our students need many different levels of support to ensure they have the opportunity to be successful in high school. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| This strategy is being expanded upon by involving more stakeholders and putting more organization and systems in place to ensure the success of our students. |

IMPLEMENTATION PLAN (APRIL– JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
4/1-6/30	Meet every Wednesday to discuss student needs. Using classroom data at this point to address student needs. Continuing to use data for referrals. Working with staff and seniors to make sure seniors have what is needed for graduation (SIT)	Scott, Spaights, Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	Wednesday 9:00	🟥
4/1-6/30	Meet with CBO's. Will continue to monitor caseloads and re-assign new students. Collect and monitor data from CBO referrals.	Scott, Spaights	Tuesday 9:30	🟥
4/1-6/30	Use school data to work with students individually to create a student success plan (Friday Transition and wrap-around meetings)	Otts, Cusano, Isham, Romanenko, Casamento, Bernazani	Fridays 8:30	🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15	Grades for students receiving Tier 2 and Tier 3 supports shows students to be passing 5 out of 7 classes.	75% of students receiving Tier 2 and Tier 3 supports are passing 5 of 7 classes for MP4.	
6/15	Decrease in repeat referrals from Q4 of the 23-24 SY to Q4 of 24-25 SY	Q4 of 24-25 SY has 50% less repeat referrals than Q4 of 23-24 SY	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
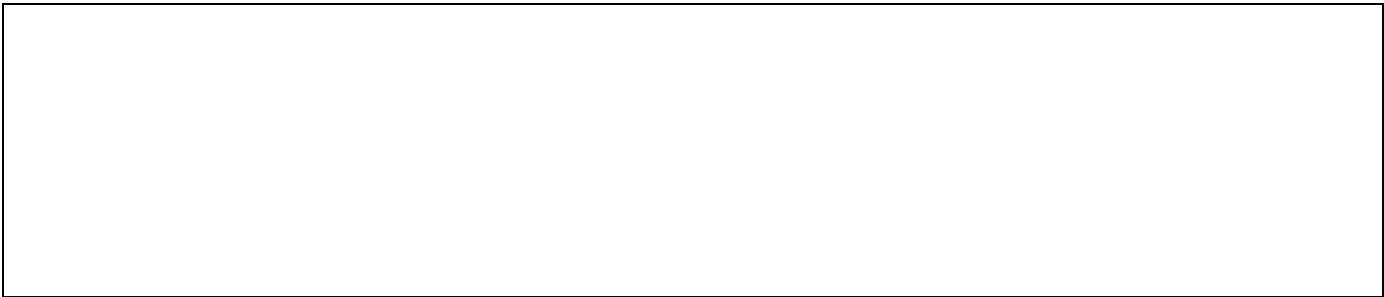
Directions: After completing the previous sections, the team should complete the reflective prompt(s) below.

Student Interviews
Describe how the Student Interview process informed the team's plan.
The team reviewed student interviews to gain perspective on what students value and what motivates students. In addition, we discussed what some barriers were that students listed. We used both of these takeaways to develop our SCEP and ensure that it is student centered and meeting the needs of our students at PSLA.

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.	60% strongly agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	60% strongly agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	60% strongly agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	60% strongly agree	
5	It was evident that our school focused on numeracy and literacy.	60% strongly agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	60% strongly agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	60% strongly agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	60% strongly agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	60% strongly agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	60% strongly agree	

	Student Survey Questions (From Spring District Climate Survey)	**2023-24** **Results**	**2024-25** **Desired Results**	**Actual** **Results**
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	38% Favorable	40% Favorable	
2	How positive or negative is the energy of your school? (SC1)	20%	25%	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	10%	20%	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	68%	70%	
5	How often are people disrespectful to others at your school? (SS1)	52%	54%	
6	How often do students get into physical fights at your school? (SS2)	47%	50%	
7	How often do you worry about violence at your school? (SS4)	47%	50%	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	29%	35%	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	55%	60%	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	58%	60%	

	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)	74% Favorable	80% Favorable	
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)	75%	80%	
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)	88%	90%	
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)	81%	85%	
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)	56%	60%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	40%	45%	
7	How motivating are the classroom lessons at your child's school? (SC2)	29%	32%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	53%	60%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	49%	55%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	59%	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	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*						*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Richard Romeo	Principal	3/15						3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/10, 6/12, 6/17, 6/18
Michael Spier	Administrative Intern	3/15	3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/10, 6/12,6/17,6/18					
Rebekah Grecco	Vice Principals	3/15	3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/10, 6/12,6/17,6/18					
Adel Valdes	Vice Principal	3/15	3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/10, 6/12,6/17,6/18					
Ian Lane	Instructional Coach	3/15	3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/10, 6/12,6/17,6/18					
Molly Woods	Science Teacher (STA Lead Rep)	3/15	3/20		3/28, 3/29	4/29, 4/30		6/12,6/17					
Teresa Gallo	Instructional Coach	3/15			3/28, 3/29	4/29, 4/30	5/8	6/12, 6/17, 6/18					
Edward Northrop	Social Studies Teacher	3/15			3/28, 3/29	4/29, 4/30	5/8	6/10,6/126/17, 6/18					
Theresa Calabrese	CTE Teacher	3/15	3/20	3/27	3/28, 3/29	4/29, 4/30	5/8	6/12, 6/18					
Joyce Figueroa	Parent	3/15	3/20		3/29		5/8	6/12, 6/18					
Lakena Gamble	Parent	3/15	3/20		3/28		5/8	6/12, 6/18					