



## 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Porter Elementary	Lisa Quinones-Sherman	K-5	ATSI

- ✓ **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	Kathleen Brunetta	Teaching Assistant
2	Megan Remington	Special Education Teacher
3	Amy Coffey	1 <sup>st</sup> Grade Teacher
4	Sunny Li	ENL Teacher
5	Grace Paliwodzinski	4 <sup>th</sup> Grade Teacher
6	Spencer Wallace	2 <sup>nd</sup> Grade Teacher
7	Rashida Cunningham	Academic Interventionist
8	Danielle Terzini	3 <sup>rd</sup> Grade Teacher
9	Jennifer D’Alessandro	Instructional Coach
10	Angelique Boea	2 <sup>nd</sup> Grade Teacher
11	Keri Gangemi	Administrative Intern
12	Caston Binger	Vice Principal
13	Lisa Quinones-Sherman	Principal
14	Galina Pechenaya	Parent
15	Dawn Ryan	Parent

### [2024-25 SCEP Guidance & Next Steps](#)

# 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; margin: 0 auto; width: 80%;"> <p style="font-size: 1.2em; text-align: center;">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	<b>Academic</b>	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	<b>Academic</b>	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	<b>Attendance</b>	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	<b>Student Supports</b>	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	<b>Accountable Talk</b> E
		2	<b>Claim, Evidence, &amp; Reasoning</b> 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	<b>Effective PLC Implementation</b> E
		2	<b>Building Math Concepts &amp; Fluencies</b> E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>Promoting Student Voice &amp; Student Leadership</b> N
		2	<b>Implementing an Effective Attendance Team</b> E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Social Emotional Learning</b> E
		2	<b>Implementing and Effective Student Intervention Team (SIT)</b> 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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Jennifer D'Alessandro
---	---

**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.**  
During the 23-24 school year, Porter went through a PD cycle with Impact coaches to determine baseline data, set teacher goals, and understand the foundation of AT and implement AT strategies. Porter is shifting to increasing student to student talk in order to engage in rigorous conversations.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/21/24	Create a building and grade specific implementation guide of accountable talk for Porter.	L. Quinones-Sherman, Jennifer D'Alessandro	IPD Team, Budget Funds	
8/30/24	Determine, set, and communicate clear expectations for implementing accountable talk in classrooms and based on schoolwide focus.	L. Quinones-Sherman, Jennifer D'Alessandro	IPD Team, Budget Funds	
8/30/24	Create and share walkthrough tool indicators for accountable talk.	L. Quinones-Sherman, Jennifer D'Alessandro	IPD Team, Budget Funds	
9/13/24	Incorporate accountable professional development in the PD plan/calendar.	L. Quinones-Sherman, Jennifer D'Alessandro	Time, IPD	
10/31/24	Collect, analyze, and share baseline data from all classrooms on teacher to student talk vs. student-to-student talk.	L. Quinones-Sherman, Jennifer D'Alessandro	Time, IPD,	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/13/24	Completed Implementation Guide	100% of staff have been trained on how to use the building implementation guide on accountable talk.	
10/18/24	Complete Walkthrough Tool	100% of classrooms have received at least 1 walkthrough with feedback.	
10/31/24	Collected and shared baseline data	Share out at faculty meeting with goal setting for 24-25 school year.	
10/15/24	DIBELS	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	

10/15/24	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
----------	------	---	--

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

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> L. Quinones-Sherman
---	---

**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.**  
During the 23-24 school year, Porter went through a PD cycle with Impact coaches to determine baseline data, set teacher goals, and understand the foundation of AT and implement AT strategies. Porter is shifting to increasing student to student talk in order to engage in rigorous conversations.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/6/24	Use baseline data to identify school wide strengths and areas for growth.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
11/15/24	Use baseline data to develop and monitor individual teacher goals.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
12/13/24	Collect, analyze, and share second data point from all classrooms.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
12/20/24	Use data to develop professional development plan to provide differentiated support to teachers during professional development.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time, PD	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/20/24	Identified school wide strengths and areas of growth.	75% of staff are between implementation stage 1 and 2 of accountable talk.	
11/26/24	Teacher goals	100% of teachers will have goals around accountable talk embedded into plans.	
12/20/24	Data analyzed from second data point	100% fidelity to accountable talk strategies aligned to ensure purposeful, coherent, and productive group discussion.	
12/20/24	Progress Monitoring DIBELS	50% of students in each grade level are on track to achieving EOY goal.	

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> L. Quinones-Sherman
---	---

**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.**  
During the 23-24 school year, Porter went through a PD cycle with Impact coaches to determine baseline data, set teacher goals, and understand the foundation of AT and implement AT strategies. Porter is shifting to increasing student to student talk to engage in rigorous conversations.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/24/25	Identify demonstration teachers to serve as models for accountable talk.	L. Quinones-Sherman and Jennifer D’Alessandro	People, Technology	
3/31/25	Schedule and implement peer to peer observations based on personalized goals.	L. Quinones-Sherman and Jennifer D’Alessandro	People. Time	
2/14/25	Hold follow-up conferences for teachers to debrief and reflect on observations.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
2/28/25	Reflect and revise individualized teacher goals based on feedback from data collection.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
3/28/25	Collect, analyze, and share third data point from all classrooms.	L. Quinones-Sherman and Jennifer D’Alessandro	People and Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/7/25	Individualized teacher goals	100% of teachers will have revised individualized goals based on data.	
3/28/25	Third data point	75% of teachers are using accountable talk strategies to support accountability to accurate knowledge	
2/3/25	NWEA	65% of students in each grade level are on track to achieving EOY goal.	
3/28/25	Progress Monitoring DIBELS	70% of students in each grade level are on track to achieving EOY goal	



**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> L. Quinones-Sherman
---	--

**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.**  
During the 23-24 school year, Porter went through a PD cycle with Impact coaches to determine baseline data, set teacher goals, and understand the foundation of AT and implement AT strategies. Porter is shifting to increasing student to student talk to engage in rigorous conversations.

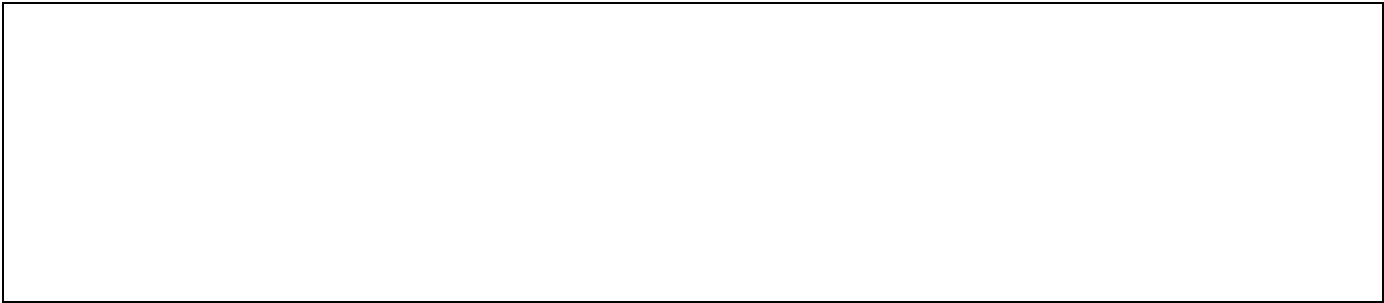
**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/23/25	Share out best accountable talk practices and current trends building wide.	L. Quinones-Sherman and Jennifer D’Alessandro	People, Time	
5/16/25	Compare initial baseline data and current data to determine progress toward individualized teacher goals.	L. Quinones-Sherman and Jennifer D’Alessandro	People, Time	
6/25/25	Reflect on accountable talk implementation and celebrate individual growth with teachers.	L. Quinones-Sherman and Jennifer D’Alessandro	People, Time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/25	Comparison of data	Progress and growth from baseline to current data	
6/25/25	School wide accountable talk best practices share out	Accountable talk practices implemented in 85% of	
6/25/25	DIBELS	80% of students in each grade level met or exceeded EOY goal.	
6/25/25	NWEA	80% of students in each grade level met or exceeded project growth.	

**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.

<b>Key Strategy 2:</b> Claim, Evidence and Reasoning.	<b>School Lead:</b> L. Quinones-Sherman
---	--

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Claim, Evidence and Reasoning was selected to assist with building students oral and written comprehension skills and can be scaffolded for all grade levels.

**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 expanded. Based on our 3-year ELA trend report, DIBELS and NWEA data, comprehension was identified as an area of growth. Decoding assessment have consistently been increasing over the last few years. Claim, Evidence and Reasoning will be expanded to K-2, scaffolding oral to written as appropriate, and use of common language for all grade levels to increase comprehension.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/21/24	Modify C.E.R. implementation guide to include K-2 with a focus on common language and universal visual.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
10/15/24	Develop and utilize data tracking tool for K-2 with a 2-pt rubric for verbal and/or written responses.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
10/15/24	Develop and utilize grades 3-5 data tracking tool with a 2 pt rubric for written responses.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
9/13/24	Provide K-2 teachers with PD on claim, evidence, and reasoning.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	
10/25/24	Collect baseline on verbal and written response following the 2pt rubrics.	L. Quinones-Sherman and Jennifer D'Alessandro	People, Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/25/24	K-2 PD on claim, evidence, and reasoning.	100% of K-2 teacher using verbal or written strategies from PD.	
10/31/24	Baseline Data	100% of data collected from all classrooms. Identify grade level and building wide trends.	
9/13/24	Universal Graphic Organizer	100% of classrooms have the graphic organizer as part of their print environment in the classroom.	

**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.

<b>Key Strategy 2:</b> Claim, Evidence and Reasoning.	<b>School Lead:</b> L. Quinones-Sherman
---	---

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Claim, Evidence and Reasoning was selected to assist with building students oral and written comprehension skills and can be scaffolded for all grade levels.

**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 expanded. Based on our 3-year ELA trend report, DIBELS and NWEA data, comprehension was identified as an area of growth. Decoding assessment has consistently been increasing over the last few years. Claim, Evidence and Reasoning will be expanded to K-2, scaffolding oral to written as appropriate, and use of common language for all grade levels to increase comprehension.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/15/24	Analyze student verbal and written responses to identify students’ strengths and needs to develop individualized student goals.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
12/20/24	Develop 6–8-week action plan which includes scaffolds and strategies to address student needs.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/15/24	Analysis of student work	100% of student will be grouped for individualized instruction.	
12/20/24	Action Plans	100% of teachers will participate during PLT in grade level and/or vertical collaboration around scaffolds and strategies to support C.E.R.	

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

**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 and Reasoning.

**School Lead:** L. Quinones-Sherman

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Claim, Evidence and Reasoning was selected to assist with building students oral and written comprehension skills and can be scaffolded for all grade levels.

**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 expanded. Based on our 3-year ELA trend report, DIBELS and NWEA data, comprehension was identified as an area of growth. Decoding assessment has consistently been increasing over the last few years. Claim, Evidence and Reasoning will be expanded to K-2, scaffolding oral to written as appropriate, and use of common language for all grade levels to increase comprehension.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/7/25	Continue to implement 6–8-week action plan which includes scaffolds and strategies to address student needs.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
3/14/25	Collect, analyze, and share second data point collection.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
3/28/25	Modify individualized student goal based on second data point.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/21/24	Analyzed data	80% of students have made growth in C.E.R.	
3/31/25	Modified student goals.	80% of students have shifted to the next component of C.E.R. writing.	

**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.

<b>Key Strategy 2:</b> Claim, Evidence and Reasoning.	<b>School Lead:</b> L. Quinones-Sherman
---	---

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Claim, Evidence and Reasoning was selected to assist with building students oral and written comprehension skills and can be scaffolded for all grade levels.

**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 expanded. Based on our 3-year ELA trend report, DIBELS and NWEA data, comprehension was identified as an area of growth. Decoding assessment has consistently been increasing over the last few years. Claim, Evidence and Reasoning will be expanded to K-2, scaffolding oral to written as appropriate, and use of common language for all grade levels to increase comprehension.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/2/25	Transition all grades from verbal to written response.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
5/23/25	Collect, analyze and share final schoolwide data point.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	
6/25/24	Celebrate building wide growth and achievement.	L. Quinones-Sherman and Jennifer D’Alessandro	Time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/23/25	Collect writing samples	75% of students will write a claim.	
6/25/25	Common language around CER	100% of teachers use common language of CER	

**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:** L. Quinones-Sherman

**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.**  
Based on our envision activities teachers stated a need to increase collaboration within grade levels and vertically. This year the teams is expanding by going through all four 4 questions primarily focusing on questions 1 and 2 to develop a clear and consistent understanding on essential standards.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
10/31/24	Create and participate in monthly team building activities focused on positive school culture and climate.	R. Cunningham	PD, Staff leaders, Time	
9/3/24	Provide refresher on effective PLCs, and 4 questions.	J. D’Alessandro and L. Quinones-Sherman	PD, Time	
9/6/24	Develop grade level PLC norms and agendas.	J. D’Alessandro	Time	
9/13/24	Develop a process for coming to consensus on important issues.	J. D’Alessandro	Time	
10/31/24	Monitor fidelity of PLC norms and consensus during PLC time.	L. Quinones-Sherman, C. Binger, K. Gangemi	Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Grade level PLC Norms	Completed norms and 100% of fidelity to grade level norms.	
9/13/24	Effective PLC Practices PD	100% attendance	

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> L. Quinones-Sherman
---	---

**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.**  
 Based on our envision activities teachers stated a need to increase collaboration within grade levels and vertically. This year the teams are expanding by going through all four 4 questions primarily focusing on questions 1 and 2 to develop a clear and consistent understanding on essential standards.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
12/20/24	Continue to provide professional development around questions 1 and 2 of the PLC process.	J. D’Alessandro	PD, Time	
12/20/24	Continue to monitor to provide feedback to grade level teams around fidelity to norms and consensus protocol	L. Quinones-Sherman, K. Gangemi, C. Binger	Time	
12/20/24	Identify model grade level team and record PLC sessions around question 1 and question 2 of the cycle.	L. Quinones-Sherman, J. D’Alessandro	People, Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/20/24	Professional Development	60% of grade level teams adjustment PLT implementation based on grade level feedback.	
12/20/24	Identified Team(s)	At least 2 recorded sessions (question 1 and question 2) with PD plan on how to utilize and implement best practices.	

**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:** L. Quinones-Sherman

**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.**  
Based on our envision activities teachers stated a need to increase collaboration within grade levels and vertically. This year the teams are expanding by going through all four 4 questions primarily focusing on questions 1 and 2 to develop a clear and consistent understanding on essential standards.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
3/31/24	Continue to identify essential standards and learning targets on selected units.	L. Quinones-Sherman and J. D’Alessandro	PD, People, Time	
3/31/24	Identify common assessments, determine proficiency, and set SMART goals for identified units.	J. D’Alessandro	PD, People, Time	
3/31/24	Analyze data and develop plans to improve student learning and teacher practices.	J. D’Alessandro	PD, People, Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/24	Identified essential standards and learning targets for each grade.	At least one unit per grade level has been modified in the curriculum to address essentials standards.	
3/31/24	Analysis data for each grade.	100% of grade level teams have submitted agenda notes reflecting shifts in instruction to address student gaps and possible extensions as well as teacher practices.	
2/13/24	NWEA	65% of students in each grade level met or exceeded projected growth.	

**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:** L. Quinones-Sherman

**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.**  
Based on our envision activities teachers stated a need to increase collaboration within grade levels and vertically. This year the teams are expanding by going through all four 4 questions primarily focusing on questions 1 and 2 to develop a clear and consistent understanding on essential standards.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/30/25	Continue to identify essential standards and learning targets on selected units.	J. D’Alessandro	People, Time	
5/30/25	Continue to identify common assessments, determine proficiency, and set SMART goals for identified units.	J. D’Alessandro	People, Time	
5/30/25	Continue to analyze data and develop plans to improve student learning and teacher practices.	J. D’Alessandro	People, Time	
6/6/24	Reflection from each grade level team on questions 1 and question 2.	L.Quinones-Sherman	People, Time, Survey	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/25	Essential Standards and Learning Targets	Each grade level has compiled and submitted a list of essential standards and targets for the entire school year in one content area.	
5/30/24	Survey	A 10% increase in teacher collaboration, teacher efficacy, and positive culture and climate from previous year.	

**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:** Building math concepts and fluency.

**School Lead:** L. Quinones-Sherman

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

Based on NWEA and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 and proficiency out of all content areas. Building math concepts and fluency was selected to assist with building students' mathematical foundational skills and can be scaffolded for all grade levels.

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

K-5 will build on accountable talk practices in Math to provide students more opportunities for sense making, explanations, discussion with peers that will lead to conceptual understanding and fluency.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/30/24	Build teacher content knowledge of essential math standards through professional learning by using PLC protocols to unpack units.	J. D'Alessandro	People, PD	
10/31/24	Modify curriculum assessment based on the unpacking of essential standards for each module.	J. D'Alessandro	Time	
9/30/24	Collect baseline data using district fluency tool and pre/post-test for each module.	J. D'Alessandro	Time, People	
10/3/24	Modifying common assessments, determine proficiency, and set SMART goals for identified units.	J. D'Alessandro	Time, People	
10/31/24	Analyze data and develop plans to improve student learning and teacher practices.	J. D'Alessandro	Time, People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/30/24	Professional Learning	100% attend professional learning opportunities.	
9/30/24	Baseline data	100% of classrooms submit baseline data.	
10/31/24	SMART Goals	60% of grade level teams achieved their smart goals.	
10/15/24	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	

**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.

<b>Key Strategy 2:</b> Building math concepts and fluency.	<b>School Lead:</b> L. Quinones-Sherman
--	---

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on NWEA and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 and proficiency out of all content areas. Building math concepts and fluency was selected to assist with building students' mathematical foundational skills and can be scaffolded for

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 K-5 will build on accountable talk practices to provide students more opportunities for sense making, explanations, discussion with peers that will lead to conceptual understanding and fluency.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
12/20/24	Continue to identify essential standards and learning targets on selected units.	J. D’Alessandro	PD, People, Time	
12/20/24	Continue to identify common assessments, determine proficiency, and set SMART goals for identified units.	J. D’Alessandro	PD, People, Time	
12/20/24	Continue to analyze data and develop plans to improve student learning and teacher practices.	J. D’Alessandro	PD, People, Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/8/24	Analysis of student work	100% of students are grouped for individualized instruction based on student data.	
11/26/24	Action Plans	100% of grade level teams action plans include scaffolds and strategies for extension or learning gaps.	

**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:** Building math concepts and fluency.

**School Lead:** L. Quinones-Sherman

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

Based on NWEA and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 and proficiency out of all content areas. Building math concepts and fluency was selected to assist with building students' mathematical foundational skills and can be scaffolded for all grade levels.

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

K-5 will build on accountable talk practices to provide students more opportunities for sense making, explanations, discussion with peers that will lead to conceptual understanding and fluency.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Administer district tool assessment for mid-year.	L. Quinones-Sherman		
3/31/25	Continue to identify essential standards and learning targets on selected units.	J. D'Alessandro	People, Time	
3/31/25	Continue to identify common assessments, determine proficiency, and set SMART goals for identified units.	J. D'Alessandro	People, Time	
3/31/25	Continue to analyze data and develop plans to improve student learning and teacher practices.	J. D'Alessandro	People, Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/14/25	Analyzed data	65% of student have made growth on district data tool.	
3/15/25	Modified student goals	65% of students have made growth and shifted to new goal.	
2/3/25	NWEA	65% of students in each grade level are on track to achieving EOY goal.	

**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:** Building math concepts and fluency.

**School Lead:** L. Quinones-Sherman

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

Based on NWEA and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 and proficiency out of all content areas. Building math concepts and fluency was selected to assist with building students' mathematical foundational skills and can be scaffolded for

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

K-5 will build on accountable talk practices in Math to provide students more opportunities for sense making, explanations, discussion with peers that will lead to conceptual understanding and fluency.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/15/25	Continue to unpack upcoming modules.	J. D’Alessandro		
6/18/25	Collect, analyze, and share final school-wide data points.	L. Quinones-Sherman, K. Gangemi, C. Binger		
6/25/25	Celebrate building wide growth and achievement.	L. Quinones-Sherman, K. Gangemi, C. Binger		

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/6/25	Completed math survey	75% students will make growth.	
6/25/25	Modules unpacked	100% of essential lessons identified throughout all modules for each grade level.	
6/25/25	NWEA	80% of students met or exceeded project growth.	

**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.

<b>Key Strategy 1:</b> Promoting student voice and student leadership	<b>School Lead:</b> C. Binger
---	-------------------------------

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

Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, and attendance data, our school is selecting this strategy to increase attendance and a sense of belonging for all students through establishing peer-to-peer relationships and developing student leadership skills.

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

This is a new strategy for Porter.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/6/24	Create and share a structure, protocol, and application process for peer-to-peer attendance mentoring program.	C. Binger	People, Time	
10/4/24	Review and analyze attendance data to identify the mentor and mentees.	R. Cunningham	People, Time	
10/11/24	Communicate with families their child has been selected to participate in peer-to-peer mentoring program as a mentor or mentee.	C. Binger	People, Time	
10/11/24	Identify classroom buddies.	R. Cunningham	People	
10/31/24	Create an interest survey for identified students for the mentor and mentee program.	R. Cunningham	People, Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Structure, protocol, and application process on paper	Up to 10 participants as mentors in peer-to-peer attendance mentoring program	
10/31/24	Attendance data	Use attendance data to identify mentors and mentees – up to 20 students	

**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.

<b>Key Strategy 1:</b> Promoting student voice and student leadership	<b>School Lead:</b> C. Binger
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, and attendance data our school is selecting this strategy to increase attendance and a sense of belonging for all students through establishing peer-to-peer relationships and developing student leadership skills.

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

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/8/24	Pair mentors and mentees based on interest survey.	R. Cunningham	People, Time	
11/15/24	Implement mentor/mentee attendance program and engage in monthly attendance goal setting.	C. Binger, R. Cunningham	People, Time	
12/20/24	Check-in with mentors.	C. Binger, R. Cunningham	People, Time, Budget	
12/20/24	Classroom buddies meet for activities around sense of belonging at least once.	C. Binger	People, Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/8/24	Mentor/Mentee Program	100% of mentors/mentees are paired	
12/20/24	Classroom Buddies	At least one collaborative sense of belonging activity completed with 100% of paired classrooms	
12/20/24	Attendance Data	Improved or stable attendance for 70% of mentees.	

**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.

<b>Key Strategy 1:</b> Promoting student voice and student leadership	<b>School Lead:</b> C. Binger
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, and attendance data, our school is selecting this strategy to increase attendance and a sense of belonging for all students through establishing peer-to-peer relationships and developing student leadership skills.

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

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
3/31/25	Continue implementation and progress monitoring of the mentor/mentee attendance program.	R. Cunningham	People, Time	
2/14/25	Check-in with mentors adjust pairs as needed based on data.	C. Binger, R. Cunningham	People, Time, Budget	
3/31/25	Progress monitor attendance data of identified students in the mentor/mentee program.	C. Binger	People, Time	
3/31/25	Classroom buddies meet for activities around sense of belonging at least once.	C. Binger	People, Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/31/25	Attendance Data	Improved or stable attendance for 80% of mentees	
3/31/25	Classroom Buddies	At least one collaborative sense of belonging activity with 100% of paired classrooms.	

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

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

<b>Key Strategy 1:</b> Promoting student voice and student leadership	<b>School Lead:</b> C. Binger
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, and attendance data, our school is selecting this strategy to increase attendance and a sense of belonging for all students through establishing peer-to-peer relationships and developing student leadership skills.

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

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/13/25	Continue implementation and progress monitoring of the mentor/mentee attendance program.	R. Cunningham	People, Time	
5/23/25	Check-in with mentors and adjust pairs as needed based on data.	C. Binger, R. Cunningham	People, Time, Budget	
5/23/25	Progress monitor attendance data of identified students in the mentor/mentee program	C. Binger	People, Time	
6/25/25	Classroom buddies meet for activities around sense of belonging at least once including teacher/student reflection on classroom buddies.	C. Binger	People, Time	
6/20/25	Celebrate and recognize mentor for leadership and mentees for reaching attendance goals.	C. Binger, R. Cunningham	People, Time, Budget	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/25	Attendance Data	Improved or stable attendance for 90% of mentees.	
6/13/25	Survey	100% of teachers and students involved in program provide feedback and possible improvements for next school year.	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Attendance Team	<b>School Lead:</b> C. Binger
--	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/13/24	Dedicate an attendance Student Intervention Team, SIT, and IMPACT team to meet weekly to implement attendance protocol and monitor at-risk students and adjust when/if student shifts to Impact Team.	C. Binger	People, Time	
9/3/24	Review attendance expectations and protocols with staff for reporting students’ absences and sending attendance post cards home to families.	C. Binger	PD, People, Time	
10/11/24	Establish an attendance committee and hold a monthly meeting where the committee will set long- and short-term goals to improve overall school wide attendance.	C. Binger	People, Time	
9/4/24	Display daily attendance on posters located at classroom doors.	C. Binger	People, Time	
9/5/24	Incorporate attendance information into morning and afternoon announcements, recognizing students and classrooms for attendance achievements.	L. Quinones-Sherman, C. Binger, A. DeSantis	People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/4/24	Attendance tracker/Poster	100% of homeroom teachers posting data daily.	
9/27/24	SIT attendance data	Identify 100% tier 2 at risk student.	
9/21/24	IMPACT Caseload	Identify tier 3 students and support coaches	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Attendance Team	<b>School Lead:</b> C. Binger
--	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/1/24	Display building-wide attendance bulletin board that highlights attendance for each grade level and update weekly.	C. Binger	Time	
11/5/24	Communicate attendance data with families during first marking period.	C. Binger	People, Time	
12/20/24	Develop and implement school-wide incentives to increase student attendance.	C. Binger	People, Time, Budget	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/8/24	Parent attendance communication	100% of at-risk students will receive personalize attendance	
12/20/24	School-wide incentive	Building wide attendance at 88% or higher during month of	

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

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

<b>Key Strategy 2:</b> Implementing an Effective Attendance Team	<b>School Lead:</b> C. Binger
--	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
3/31/25	Utilize attendance Student Intervention Team (SIT), to meet weekly to monitor at-risk students and adjust when/if student shifts to Impact Team.	C. Binger	People, Time	
3/31/25	IMPACT team will continue efforts to target and monitor tier 3 students’ attendance weekly. Taking the appropriate steps to support families.	C. Binger	People, Time	
3/31/25	Attendance committee will continue to hold monthly meetings to discuss ways to improve school-wide attendance.	C. Binger	People, Time	
3/31/25	Continue to implement school-wide incentives to improve student attendance.	C. Binger	People, Time, Budget	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/31/25	School-wide incentive	Building wide attendance 88% or higher for each month.	
3/31/25	IMPACT Team caseload	10% Improvement in our tier 3 students’ attendance.	

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

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

<b>Key Strategy 2:</b> Implementing an Effective Attendance Team	<b>School Lead:</b> C. Binger
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
6/25/25	Continue to display daily attendance on posters located at classroom doors.	C. Binger	People	
6/25/25	Continue to Incorporate attendance information into morning and afternoon announcements, recognizing students and classrooms for attendance achievements.	C. Binger	People	
6/25/25	Continue to modify and monitor attendance Spreadsheet that identifies each classrooms attendance percentage weekly, as well as the number of 100% attendance each day per classroom	C. Binger	Time	
6/25/25	Continue to utilize attendance Student Intervention Team (SIT), to meet weekly to monitor at-risk students and adjust when/if student shifts to Impact Team. Creating incentives for tier 2 students.	C. Binger	People, Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/25/25	Individualized attendance student support plans	10% Increase in student attendance for tier 2 students.	
6/25/25	Chronic absenteeism.	Decrease chronic absenteeism from previous school year by 3%.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>



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

<b>Key Strategy 1:</b> Social Emotional Learning	<b>School Lead:</b> K. Gangemi
---	-----------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, our school is selecting this strategy to further develop a positive school culture and improve a sense of belonging for all by explicitly teaching and reinforcing students social-emotional and behavioral skills.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our school will refine the key strategy by continuing to implement Tier I practices, which include: teaching Second Step, establishing an SEL Team, using data to target and monitor social-emotional/behavioral skill development.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Provide relevant staff professional development on Second Step as a Tier I practice and as a Tier II intervention (student support staff), including review of SCSD’s Scope and Sequence for implementation.	K. Gangemi, K. Manno	PD, People, Time	
9/13/24	Explicitly teach building-wide behavioral expectations and Porter CARES to students through assembly and/or small group stations.	K. Gangemi, R. Cunningham, Support Staff, Teachers	People, Time	
9/30/24	Develop SEL Team to meet weekly and identify 1-2 leaders to support implementation of building-wide and classroom SEL practices, including support, fidelity of implementation, integrating SEL skills into instructional practices, and monitoring progress.	K. Gangemi, K. Manno	People, Time	
9/13/24	Identify walkthrough tool (Ex: Collaborative for Academic and Social-Emotional Learning - CASEL) to support implementation of building-wide and classroom SEL practices.	K. Gangemi, K. Manno, SEL Team	People	
10/31/24	Complete Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment System - BIMAS</i> ) for students in grades K-5 by teachers. -	K. Gangemi, Teachers	People, Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Professional development for staff on Second Step	Second Step is being implemented in at least 90% of classrooms with fidelity	
9/30/24	SEL Team	SEL Team meeting agendas, minutes, and meeting role	
10/31/24	Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment System - BIMAS</i> )	Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment System - BIMAS</i> ) completed for 100% of students.	

**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.

<b>Key Strategy 1:</b> Social Emotional Learning	<b>School Lead:</b> K. Gangemi
---	-----------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, our school is selecting this strategy to further develop a positive school culture and improve a sense of belonging for all by explicitly teaching and reinforcing students social-emotional and behavioral skills.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our school will refine the key strategy by continuing to implement Tier I practices, which include: teaching Second Step, establishing an SEL Team, using data to target and monitor social-emotional/behavioral skill development.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/26/24	Share, review, and analyze data from the Universal Screening Tool (Ex: <i>BIMAS</i> ) with Equity Leadership / Equity School Climate Team and teachers to identify trends in building-wide and grade-level skills.	K. Gangemi, K. Manno, R. Cunningham, ESCT	People, Time	
11/26/24	SEL Team members will conduct classroom visits using identified walkthrough tool to collect baseline data.	K. Gangemi, K. Manno, SEL Team	People, Time	
11/26/24	Analyze walkthrough data to identify classrooms in need of additional support with SEL implementation.	K. Gangemi, K. Manno, SEL Team	People, Time	
11/26/24	Promote and reinforce building-wide expectations and SEL skills by having monthly building-wide incentives. Assemblies, student presentations, etc. could also support SEL skill development.	K. Gangemi, R. Cunningham, Teachers	People, Time, Budget	
11/26/24 12/20/24	Identify number of students that participate in the building-wide incentive and the individual students that did not attend (provide list to SIT).	K. Gangemi, R. Cunningham, Teachers	People	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/26/24	Universal Screening Tool completed	Trends identified based on data	
12/20/24	Walkthroughs conducted	100% classrooms visited	
11/26/24 12/20/24	Building-wide incentive attendance and list of students that did not attend	Monthly incentives attended by 85% of school	

**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.

<b>Key Strategy 1:</b> Social Emotional Learning	<b>School Lead:</b> K. Gangemi
--	--------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, our school is selecting this strategy to further develop a positive school culture and improve a sense of belonging for all by explicitly teaching and reinforcing students social-emotional and behavioral skills.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Our school will refine the key strategy by continuing to implement Tier I practices, which include: teaching Second Step, establishing an SEL Team, using data to target and monitor social-emotional/behavioral skill development.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
3/28/25	Continue to monitor SEL implementation and provide refreshers on Second Step.	K. Gangemi, K. Manno	PD, People, Time	
3/28/25	Continue to conduct walkthrough visits using the tool.	K. Gangemi, K. Manno, SEL Team	People, Time	
3/28/25	Compare walkthrough data to determine next steps.	K. Gangemi, K. Manno, SEL Team	People, Time	
3/28/25	Continue to promote and reinforce building-wide expectations and SEL skills by having monthly building-wide incentives. Assemblies, student presentations, etc. could also support SEL skill development.	K. Gangemi, R. Cunningham, ESCT, Teachers	People, Time, Budget	
3/28/25	Identify number of students that participate in the building-wide incentive and the individual students that did not attend (provide list to SIT).	R. Cunningham, Teachers	People	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/31/25	Walkthrough Tool	100% classroom visited at least 2 times	
3/31/25	Building-wide incentive attendance and list of students that did not attend	Monthly incentives attended by 95% of school	

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

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

<b>Key Strategy 1:</b> Social Emotional Learning	<b>School Lead:</b> K. Gangemi
--	--------------------------------

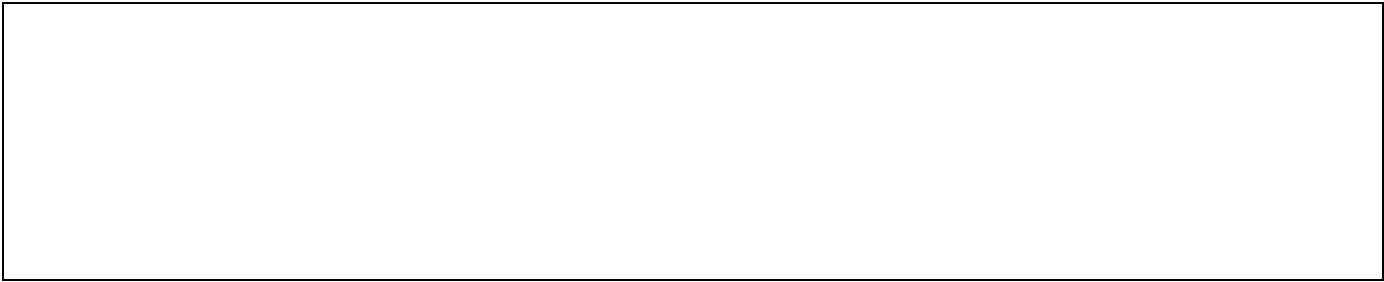
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the results of the 2023-2024 Panorama Student Climate Survey, the SEL Survey for Grades 3-5, and Student Interviews conducted with students in grades K-5, our school is selecting this strategy to further develop a positive school culture and improve a sense of belonging for all by explicitly teaching and reinforcing students social-emotional and behavioral skills.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Our school will refine the key strategy by continuing to implement Tier I practices, which include: teaching Second Step, establishing an SEL Team, using data to target and monitor social-emotional/behavioral skill development.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
5/23/25	Conduct end-of-year walkthrough using the tool and collect final data.	K. Gangemi, K. Manno, SEL Team	People, Time	
6/6/25	Compare final data to baseline data to identify building-wide trends and successful implementation of SEL practices.	K. Gangemi, K. Manno, SEL Team, R. Cunningham, ESCT	People, Time	
5/30/25	Administer student and staff surveys (Ex: Panorama Climate Surveys) to gain feedback and input on building-wide incentives, overall climate of the school, and for future planning.	K. Gangemi, Staff, Students	People, Time	
6/20/25	Continue to promote and reinforce building-wide expectations and SEL skills by having monthly building-wide incentives. Assemblies, student presentations, etc. could also support SEL skill development.	R. Cunningham, ESCT, Teachers	People, Time, Budget	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/25/25	Final walkthrough data collection	10% increase in SEL implementation from baseline data	
6/25/25	Student and staff surveys	10% increase in positive outcomes in feedback from 2023-2024 surveys	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Student Intervention Team (SIT)	<b>School Lead:</b> K. Gangemi, E. Leonard
--	--

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on schoolwide data (academic, behavior, attendance, SEL, and Tier II/III academic interventions), there continues to be a need to implement targeted Tier II and III support in all areas to improve overall student outcomes. Strengthening the intervention process (SIT), will provide staff with the systems and structures required to effectively use data to identify students in need of additional support, match interventions to student need, monitor the progress of implementation, and adjust plans as needed.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter is refining the implementation of an effective Student Intervention Team to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

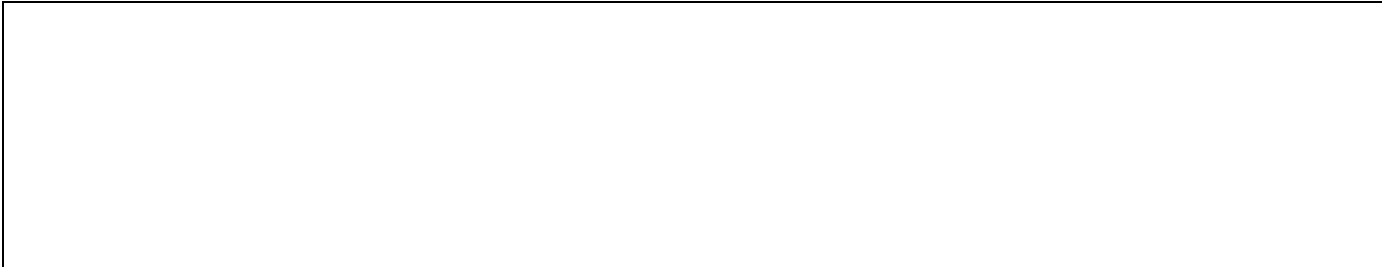
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/6/24	Review list of students to monitor that went through SIT 2023-2024 and the Culturally Responsive Tiered Fidelity Inventory (CR-TFI) data from June 2024 (Tiers II and III) with SIT members.	K. Gangemi, E. Leonard	People, Time	
9/27/24	Provide professional development to all relevant staff on data decision rules used to identify students, the Tier II intervention process (Grade-level Triage), how to formally refer students, and interventions available.	K. Gangemi, E. Leonard	PD, People, Time	
9/27/24	Provide professional development to all relevant staff on collecting data using SchoolTool (Level 1s, ODRs, etc.) and Universal Screening Tool (Ex: <i>BIMAS</i> ).	K. Gangemi, E. Leonard	PD, People, Time	
9/27/24	SIT meets at least once weekly (at minimum every 8 weeks for Academic Review) and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan ( <i>SCEP</i> ).	K. Gangemi, E. Leonard	People, Time	
10/31/24	Teachers complete Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> ) for students in grades K-5.	Teachers	People, Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/24 – weekly PLC	PD for staff on Tier II process.	Staff following Tier II process.	
9/27/24	SIT meetings that consist of 4 features occurring.	SIT meeting agendas, minutes, and meeting role descriptions	
10/31/24	Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> )	Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> ) completed for 100% of students.	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Student Intervention Team (SIT)	<b>School Lead:</b> K. Gangemi, E. Leonard
--	--

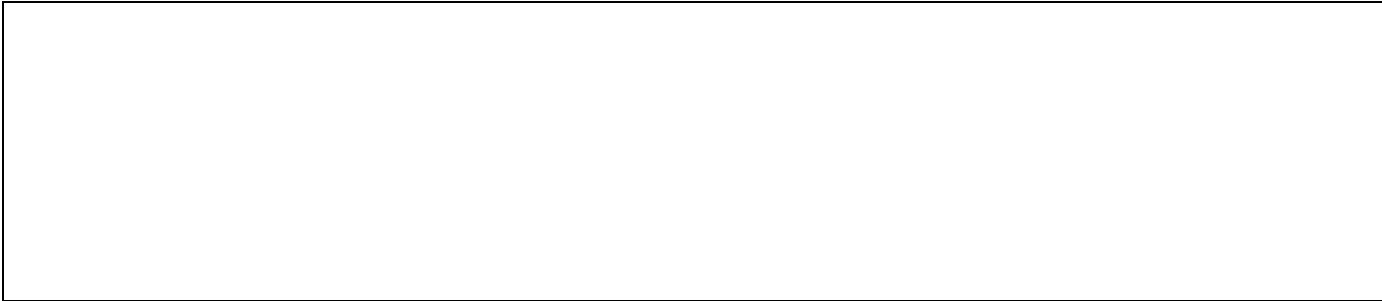
**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on schoolwide data (academic, behavior, attendance, SEL, and Tier II/III academic interventions), there continues to be a need to implement targeted Tier II and III support in all areas to improve overall student outcomes. Strengthening the intervention process (SIT), will provide staff with the systems and structures required to effectively use data to identify students in need of additional support, match interventions to student need, monitor the progress of implementation, and adjust plans as needed.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter is refining the implementation of an effective Student Intervention Team to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/26/24	Share, review, and analyze individual student data from the Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> ) with classroom teachers to identify students in need of additional support.	K. Gangemi, E. Leonard	People, Time	
12/6/24	Develop and implement targeted intervention groups based on individual student data from the Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> ), including students that are being referred to SIT. Progress monitoring tool will be used.	K. Gangemi, E. Leonard, Support Staff	People, Time	
11/8/24	Provide professional development to all relevant staff and coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress.	K. Gangemi, E. Leonard	PD, People, Time	
12/20/24	SIT Members continue to meet weekly with Grade-level Teams to review data, identify students in need of additional support, and complete any new SIT referrals.	K. Gangemi, E. Leonard, SIT, Teachers	People, Time	
12/20/24	SIT continues to meet weekly to follow up on Action Plans, Individualized Student Behavior Plans/Comprehensive Student Success Plans, Academic Intervention Plans, etc. as needed.	K. Gangemi, E. Leonard, SIT, Teachers	People, Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/26/24	Data from Universal Screening Tool (Ex: <i>Behavior Intervention Monitoring Assessment - BIMAS</i> ).	Data being utilized to drive interventions for at least 20% of students.	
12/31/24	Action Plans, Individualized Student Behavior Plans/CSSPs, Academic Intervention Plans, etc.	All students receiving interventions are making progress on targeted skill development.	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Student Intervention Team (SIT)	<b>School Lead:</b> K. Gangemi, E. Leonard
--	--

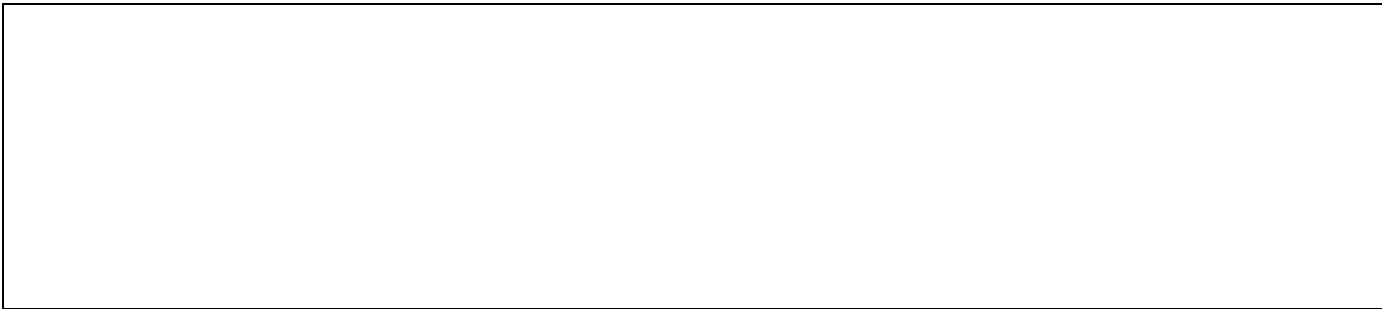
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on schoolwide data (academic, behavior, attendance, SEL, and Tier II/III academic interventions), there continues to be a need to implement targeted Tier II and III support in all areas to improve overall student outcomes. Strengthening the intervention process (SIT), will provide staff with the systems and structures required to effectively use data to identify students in need of additional support, match interventions to student need, monitor the progress of implementation, and adjust plans as needed.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter is refining the implementation of an effective Student Intervention Team to include cyclical communication regarding next steps between the SIT members and staff, consistent development and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/10/25	Complete mid-year CR-TFI (Tiers II and III) with SIT members.	K. Gangemi, E. Leonard, SIT	People, Time	
3/31/25	Make necessary adjustments to SIT action plan (SCEP) goals, action steps based on CR-TFI (Tiers II and III) data.	K. Gangemi, E. Leonard, SIT	People, Time	
3/31/25	Continue to provide relevant staff coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress at Grade-Level Triage meetings.	K. Gangemi, E. Leonard, Teachers	PD, People, Time	
3/31/25	SIT continues to meet weekly and reviews progress monitoring data for students participating in interventions and uses disaggregated Tier II/III intervention outcomes data and decision rules for progress monitoring and modification.	K. Gangemi, E. Leonard, SIT	People, Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/31/25	Completed mid-year CR-TFI (Tiers II and III)	10% improvement on implementation compared to June 2024 TFI	
3/31/25	Documented intervention outcomes (Ex: data tracker)	80% of students receiving interventions are making progress	
3/31/25	Documented intervention outcomes (Ex: data tracker)	Plans and interventions adjusted for 100% of students that are not making progress	

**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.

<b>Key Strategy 2:</b> Implementing an Effective Student Intervention Team (SIT)	<b>School Lead:</b> K. Gangemi, E. Leonard
--	--

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on schoolwide data (academic, behavior, attendance, SEL, and Tier II/III academic interventions), there continues to be a need to implement targeted Tier II and III support in all areas to improve overall student outcomes. Strengthening the intervention process (SIT), will provide staff with the systems and structures required to effectively use data to identify students in need of additional support, match interventions to student need, monitor the progress of implementation, and adjust plans as needed.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Porter is refining the implementation of an effective Student Intervention Team to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
6/25/25	Continue to provide relevant staff coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress at Grade-Level Triage meetings.	K. Gangemi, E. Leonard, Teachers	PD, People, Time	
6/25/25	Continue to meet weekly and review progress monitoring data for students participating in interventions and uses disaggregated Tier II/III intervention outcomes data and decision rules for progress monitoring and modification.	K. Gangemi, E. Leonard, SIT	People, Time	
6/6/25	Complete end-of-year CR-TFI (Tiers II and III) with SIT members and gather feedback from all stakeholders on effectiveness of SIT.	K. Gangemi, E. Leonard, SIT, Teachers	People, Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/25/25	Documented intervention outcomes (Ex: data tracker)	80% of students receiving interventions are making progress	
6/6/25	Completed end-of-year CR-TFI (Tiers II and III)	10% progress on implementation compared to mid-year TFI	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

## 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.**

Students in grades K- 5<sup>th</sup> of all various subgroups, male, female, student with behavioral plans, IEPs, ENL, chronically absent, members of the student government and student equity team participated in the student interviews. Student questions included discussion around equity, learning preference, sense of belonging, and what can be done for each child to be successful in school. Students indicated they enjoyed the personalized learning they are provided with, felt the work was challenging, recognized kids got what they needed which included extra food, naps or 1:1 time and like they had input in several things. The plan focuses on prioritizing student needs, increasing the level of student input and the number of opportunities for students to have leadership roles through the school year. The student interview process has provided us with insight and opportunities to personalize and address the needs of all students.

## Schools in the ATSI and TSI model only

### Subgroup Spotlight

**Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

Through effective accountable talk implementation and strategies students in identified subgroups will have increased opportunities to engage in rigorous conversations. Effective professional learning communities have been identified through extensive research as one of the most effective strategies which directly impact student growth. Through the data monitoring process in effective PLCs, targeted supported will be identified and implemented for our identified subgroups. Peer to peer, and additional leadership opportunities are designed to foster a sense of belonging to improve subgroup performance.

## END OF YEAR SURVEY

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

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	80% Strongly Agree or Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	80% 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.	85% Strongly Agree or Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	75% Strongly Agree or Agree	
5	It was evident that our school focused on numeracy and literacy.	75% Strongly Agree or Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	75% 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.	80% Strongly Agree or Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80% Strongly Agree or Agree	

	<b>Student Survey Questions (Grades 3-5)</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	How positive or negative is the energy of the school? (SC1)	66% Favorable	70% Favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	39% Favorable	50% Favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	72% Favorable	75% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	23% Favorable	43% Favorable	
5	How often do students get into physical fights at your school? (SS2)	44% Favorable	54% Favorable	
6	How often do you worry about violence at your school? (SS4)	33% Favorable	43% Favorable	



7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	50% Favorable	60% Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	66% Favorable	70% Favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	68% Favorable	75% Favorable	
10	How respectful is your teacher towards you? (TSR4)	96% Favorable	97% Favorable	

	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
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)	97% Favorable	98% 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)	94% Favorable	95% Favorable	
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)	99% Favorable	99% Favorable	
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)	98% Favorable	99% Favorable	
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)	97% Favorable	98% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	98% Favorable	99% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	88% Favorable	90% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	97% Favorable	98% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	98% Favorable	99% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	96% Favorable	97% Favorable	

## 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>N/A</i>	<i>4/10</i>	<i>5/13, 5/14,5/15,5/16,5/17</i>	<i>5/13, 5/14,5/15,5/16,5/17</i>	<i>5/8,5/9,5/15</i>	<i>5/29,5/30,5/31</i>	<i>6/3, 6/4, 6/6,6/10, 6/11,6/12, 6/26</i>
<b>All Staff</b>			X	X	X			
<b>Kathleen Brunetta</b>	Teaching Assistant						X	X
<b>Megan Remington</b>	Special Education Teacher						X	X
<b>Amy Coffey</b>	1 <sup>st</sup> Grade Teacher						X	X
<b>Sunny Li</b>	ENL Teacher						X	X
<b>Grace Paliwodzinski</b>	4 <sup>th</sup> Grade Teacher						X	X
<b>Spencer Wallace</b>	2 <sup>nd</sup> Grade Teacher						X	X
<b>Rashida Cunningham</b>	Academic Interventionist					x	X	X
<b>Danielle Terzini</b>	3 <sup>rd</sup> Grade Teacher					x	X	X
<b>Jennifer D'Alessandro</b>	Instructional Coach						X	X
<b>Angelique Boea</b>	2 <sup>nd</sup> Grade Teacher						X	X
<b>Keri Gangemi</b>	Administrative Intern					x	X	X
<b>Caston Binger</b>	Vice Principal						X	X
<b>Lisa Quinones-Sherman</b>	Principal						X	X
<b>Galina Pechenaya</b>	Parent							X
<b>Dawn Ryan</b>	Parent							X

\*Phone call with Ms.Ryan to discuss completion of SCEP for 24-25 school year on 7/10/24.