



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City School District	Salem Hyde Elementary	Rebecca Groat	PK-6	TSI

- ✓ **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	Rebecca Groat	Principal
2	Charina Johnson-Turner	Vice Principal
3	Sabrina Myers	Teacher/Chief Union Representative
4	Melissa Hidek	Assistant Social Worker for Family Engagement
5	Gabriel Mayfield	Parent
6	Michelle Saroney	Math Intervention Teacher
7	Daniela Klamm	Teacher/ELA Content Liaison
8	Sharon Oliver	Librarian
9	Renee Valerino	Special Ed Teacher/DEB Lead
10	Erin Lehman	3 rd Grade Elementary Teacher
11	Joelle Nesci	2 nd Gr Special Education Teacher
12	Jen Satalin	5 th Gr Math Teacher
13	George Patterson	Teaching Assistant, Math Intervention
14	Breanna Burrows	6 th Gr Math Teacher
15	Johnna Ball	Social Worker
16	Caitlyn Hamilton	School Counselor
17	Daniel Karleski	1 st Gr Special Education Teacher
18	Gretchen Majors	Psychologist
19	Morgan Chylinski	Instructional Coach
20	Cristin Albert	3 rd Gr Teacher
21	Michelle Brown	Kindergarten Special Ed. Teacher
22	Bernadette Rushing	2 nd Grade Teacher
23	Kelly Moss	AIS Teacher
24	Corinthia Kotlar	ENL Teacher
25	Melinda Januszka	Kindergarten Teacher
26	Deb Ketola	Parent

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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: 10px; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 8)

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

	Commitment	Key Strategies		N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	E
		2	Effective Unit & Lesson Planning	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	R
		2	Tier II Intervention Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Intentional Welcoming School/Class Environment	E
		2	Parent Communication Strategy; including Regular Updating of Contact Information	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Components of a Restorative Justice Landscape	E
		2	Social Emotional Learning	R

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

Key Strategy 1: Accountable Talk	School Lead: Groat
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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.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August	Provide resource information on Accountable Talk for teachers in the beginning of the year folder.	Chylinski	Time	
Sept	Provide anchor charts and/or tools for teachers to help them and their students have sentence starters/visual reminders in the classroom.	Chylinski	PD Liaison – anchor charts already made	
October	Provide accountable talk professional development with PD Liaisons to build teacher knowledge specific to grade-level content areas.	Groat	Time-1 hour after-school PD People- PD Liaison-Laurie LeFever	
Oct	Collect accountable talk data through walkthroughs.	Groat	Impact Team Administration	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 31	Walkthroughs showing increased use of talk moves among students.	75% of classrooms with evidence of Accountable Talk	
By Oct. 31	Wait time increased and talk moves utilized by all teachers in classroom	Wait time of 5 seconds	

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

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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.
 Based on Accountable Talk data collection walkthroughs done twice this year, we have evidence that we are using this strategy. Our goal is to increase the number of student-led discussions.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov	Provide PD on specific collaboration protocols to help teams determine which two to choose from.	Groat	Time-1 hour after school PD People- PD Liaison & AVID Coordinator	
Nov-Dec	Implement chosen collaboration protocols by grade level.	Grade Level Teams	People	
Dec	Utilize baseline data for teachers to reflect and plan next steps on the use of Accountable Talk protocols.	Chylinski	Time	
Dec	Collect second quarter data through walkthroughs.	Groat	People - PD Liaison & Impact Team	
End of Dec.	Analyze walkthrough data to prepare for future PDs.	Groat	Time People-LeFever Groat/Chylinski	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 25	All staff trained on the collaboration protocols and teams	100% of teachers implementing collaboration protocols.	
Dec 16	Walkthroughs	85% of classrooms with evidence of Accountable Talk	

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

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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
January	Create schedule and implement lesson labs focused on accountable talk	Groat	Laurie LeFever	
March	Collect evidence in third quarter walkthrough of Accountable Talk protocols	Groat	Laurie LeFever	
March	Analyze March data for teachers to reflect and plan next steps on the use of Accountable Talk protocols	Groat Chylinski	Laurie LeFever	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 20	Walkthroughs	95% of classrooms with evidence of Accountable Talk	
March 30	Teachers set goals for last marking period	100% of teachers have created goals	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April	Implement next round of lesson labs focused on accountable talk	Chylinski	PD Liaison- Laurie LeFever	
May	Collect evidence in fourth quarter walkthrough of Accountable Talk protocols	Groat	People PD Liaison-Laurie LeFever	
June	Analyze EOY data to reflect and plan next steps on the use of Accountable Talk for 2025-2026	Groat Chylinski	Time	
May	Create and implement a survey from teachers to help identify current strengths, areas of need for next year	Saroney	Survey creation People	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 15	Survey completion	Identified best practices and focus areas for PD for following year	
May 22	Walkthroughs	100% consistency across grade levels in use of Accountable Talk	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Groat
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on formal observations and informal walkthrough data teachers are not planning for specific accountable talk strategies or collaboration protocols.

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 our school.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August	Create a one-page lesson planning reference guide that supports our SCEP goals.	Klamm	People Time	
August	Develop year-long schedule for unit unpacking which will be built into professional learning	Chylinski	Time	
Sept	Train staff in utilizing the lesson planning reference guide.	Klamm	People Time	
Sept-EOY	Incorporate essential standards selected from PLTs in lesson planning for student mastery	Grade-level Teams	Time	
Sept	Unpack math modules to build understanding of important concepts in math modules, Gr. K-4	Groat	Hogarth-Mosier People Sub Coverage	
Sept-Oct	Monitor lesson plans and use of reference sheet through walkthroughs (Put in all 4 quarters)	Johnson- Turner	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10.31.24	Schoolwide expectations defined	100% of staff implementing schoolwide practices	
10.31.24	Walkthrough data	75% have lesson plans that include focus areas of the SCEP.	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov-Dec	PLTs will develop common formative assessments that drive instruction and lesson planning.	Groat	PD	
Dec	Provide professional development for staff on the planning of talk moves, high quality and appropriate challenge level tasks, and high-quality and appropriate questions.	Chylinski	PD	
Nov-Dec	Complete walkthroughs to check lesson plans and implementation of SCEP priorities (e.g. use of reference sheet).	Groat Turner	Time	
Dec.	Share examples of lesson plans containing components listed in the reference sheet with teachers.	Chylinski	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 21	Lesson plans	85% of staff include those intentional points in their lesson	
Dec	Professional development	100% staff trained on talk moves/tasks	

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

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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
Jan 15	Administrative walkthroughs to check lesson plans and use of reference sheet	Groat Johnson-Turner	Administrative walkthroughs to check lesson plans and use of reference sheet	
Jan 30 March 30	Provide Part 2 of professional development for staff on the planning of talk moves, high quality and appropriate challenge level tasks, and high-quality and appropriate questions.	Chylinski	PD	
Feb 15	Create a schedule of planning support for identified teachers.	Groat	People Instructional coaches Sub coverage - time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31	100% of staff attended PD	75% can identify and apply PD strategies into their lesson plans.	
Jan 15	Walkthrough Data	95% of staff implementing high quality lesson plans and use of	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April 15	Analyze available data points to identify trends and set end of year goals.	Groat	Time	
June 30	Analyze end of year data and identify priorities to use for planning for 2025-2026 school year	Groat	Instructional Coach	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Apr 15	Data analysis	15% increase of student growth	
June 15	Data analysis	15% increase on student achievement	

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: Groat
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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 year two implementation reflections from Guiding Coalition, we were doing PLC Light and not focusing as much on instructional practices to change outcomes. We have a need to go through the whole cycle and make some revisions to our current PLT groupings.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August	Develop schedule for PLT meeting time occurring 3 days per week to help implement effective PLCs throughout the school year	Groat	District PLC Time	
Aug	Plan with PLC Coach for PD on PLCs	Groat	Time and PD with PLC Coach	
9.3.24	Define and communicate purpose of PLCs through PD	Groat	Time	
Sept- EOY	Develop a schedule of bi-monthly meeting times for the Guiding Coalition to oversee the process, communicate progress, and group problem-solve.	Groat	Time Guiding Coalition Members	
Oct-EOY	Provide guidance to teams through use of data meetings on how to effectively participate in a PLT	PLTs	Time PD	
Oct	Collaborate among PLTs to choose and/or unpack essential standards for student mastery.	PLTs	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 17	PLC Protocols	All teams using PLC protocols	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov	Create common formative assessments for content area selected by team.	Grade-level teams	Time	
Nov	Use data protocols to analyze student work at data meetings/ PLTs to improve student mastery.	Chylinski	Data Data protocols	
Nov	Utilize the unit overview template to implement a guaranteed & viable curriculum unit by unit to all students.	PLTs	Time	
Dec	Review unit overview templates and provide feedback.	Groat Turner	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 21	Common formative assessments	100% of grade level teams implementing identified formative	
Nov 1	Data analysis protocol	100% grade level teams develop a response to student data.	

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

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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
January	Guiding coalition and teams will use the Continuums to assess progress and develop next steps.	Groat	Time PLC Coach	
January	Teams monitor student learning through ongoing assessment process. Repeat cycles of working through the 4 critical questions.	Team leaders	Time, Student work	
January	Celebrate accomplishments made by students/teams.	Karleski	Sunshine Committee	
February	Data analysis of mid-year benchmark data and develop plans for the second half of year.	Groat Turner	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31	PLT Norms	100% of PLTs completion of Continuum by all staff	
Feb 5	Data analysis	15%	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
May/ June	Guiding Coalition and PLTs will self-reflect for future planning.	Groat	The Prof. Learn Comm Continuums	
June 15	Data analysis of end of year benchmark data and develop plans in PLT to improve student learning for next year.	Chylinski	Data Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 16	Data analysis	15% increase in end of year data compared to mid-year data	
June 13	Guiding Coalition reflection	25% progress made on the Prof. Learning Continuum	

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

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

Key Strategy 2: Tier 2 Intervention Practices	School Lead: Chylinski
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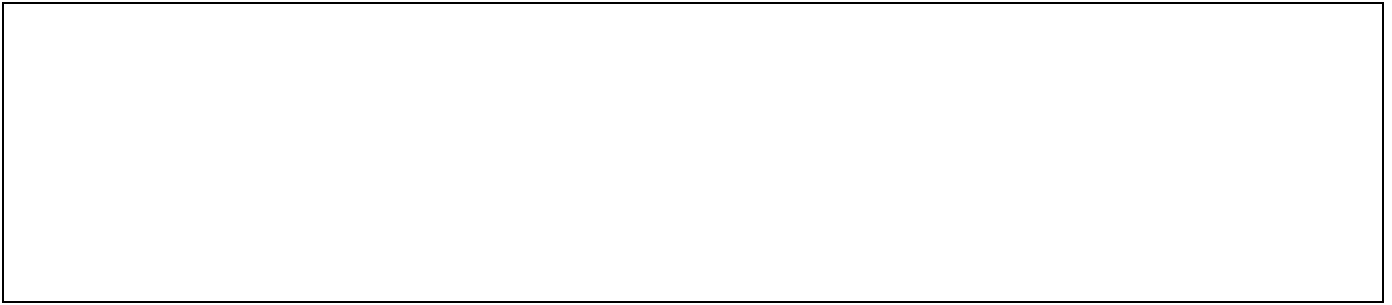
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on informal walkthrough data inconsistent implementation of AIS resulted in an ineffective process. Students who received intervention did not display needed growth based on time spent in classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 2024-2025 school year we will refine implementation of our AIS intervention time through consistent implementation, a refined data analysis process, and monitoring and accountability structures.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August	Create an implementation guide for all staff/new staff on AIS expectations.	Groat Chylinski	Time	
August	Adjust master schedule to maximize instructional time to allow for consistent Tier II instruction in Math and ELA.	Groat	Time	
August/ Sept	Develop system of communication between interventionist and classroom teachers about skills and level being taught in intervention block.	Interventionist Chylinski	People	
Sept	Create a professional development to share updated expectations, routines, procedures for AIS/Tier II expectations.	Groat	PD	
Sept	Create and present AIS plan to administration for approval.	Grade level teams	People	
Sept	Analyze Intervention Groups and ensure students are receiving ER/QR/AIS based on district provided criteria including targeted subgroups.	Saroney Moss Christie Mondo	People	
Oct	Monitor implementation of AIS expectations through walkthrough	Groat Turner Chylinski	Time	
Oct	Identify pre and post assessment and resources that will monitor growth in targeted subgroups in identified content area	Chylinski	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 3	Staff attendance at PD	100% staff utilizing implementation guide for planning	
Oct 17	AIS Plan	100% of staff implementing the plan according to guidelines	

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



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Key Strategy 2: Tier 2 Intervention Practices	School Lead: Chylinski
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov	Analyze all targeted subgroups who are below level and ensure they are receiving a targeted intervention.	Interventionist	Time	
Nov	Monitor implementation of AIS expectations through walkthroughs.	Chylinski Groat Turner District Coaches	Time	
Nov	Use data meetings to determine standards to reteach in the Tier 1 block based on PLT cycle.	Chylinski Groat Turner	People	
Dec	Analyze benchmark and progress monitoring reports/spreadsheet to determine growth and plan next steps.	Chylinski Groat Turner District Data Coach	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 7	Walkthrough data	100% AIS staff are following identified expectations in the AIS	
Nov 18	Data meeting protocol	100% Grade level teams creating plans for identified reteach standards.	

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

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 In 2024-2025 school year we will refine implementation of our AIS intervention time through consistent implementation, a refined data analysis process, and monitoring and accountability structures.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan	Provide resources and/or strategies for teachers to support targeted skills in small group that are being addressed in intervention block.	Saroney Mondo Christie Moss	PD	
Feb	Coordinate supports such as professional development, lesson labs, an/or individual coaching for identified grade-levels/content areas based on walkthrough data (as needed).	Chylinski Groat Turner	Time District Coaches	
March	Analyze data from subgroups to determine if they are making adequate growth.	Chylinski Groat Turner	Time District Data Coach	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31	Data analysis	100% of teams have developed plans for students not making adequate	
Feb 28	Differentiated teacher supports	100% of staff implementing identified strategies	

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

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

Key Strategy 2: Tier 2 Intervention Practices	School Lead: Chylinski
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on informal walkthrough data inconsistent implementation of AIS resulted in an ineffective process. Students who received intervention did not display needed growth based on time spent in classes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 2024-2025 school year we will refine implementation of our AIS intervention time through consistent implementation, a refined data analysis process, and monitoring and accountability structures.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
May	Monitor implementation of AIS expectations through walkthroughs. Reflect on the year's progress and next steps for the 2025-2026 school year.	Chylinski Groat Turner District Coaches	Time	
June	Analyze data from subgroups to determine if they made adequate yearly growth and plan for 2025-2026 school year.	Chylinski Data Coach	Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 12	Data analysis	50% of Identified students meeting growth target.	
May 22	Walkthrough	Continued implementation of AIS expectations from 100% of	

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: Intentional Welcoming & School Environment	School Lead: Valerino
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at the climate survey question, 51% of students indicated that the energy of the school is negative or neither negative or positive. In the staff climate survey, the questions was how positive are the attitudes of your colleagues and 28% were favorable. When staff morale is not high, it translates into the classroom.

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

To refine/expand this strategy, we will focus on increasing the percentage of students who indicated the school energy is negative by implementing incentives, give more opportunities for student input and formalizing routines which did not occur in 2023-2024.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug/ Sept	Create year-long attendance plan (school-wide incentives, student awards, family awards).	Hidek Johnson- Turner Ball	Time	
Oct.	Implement student focus group every other month.	Hidek Hamilton	People	
Sept.	Complete survey every month on belonging.	Hidek	Time	
Aug- Sept	Modify incentive system to match Lincoln MS for sixth graders to increase sense of belonging and to connect/prepare for their future middle school.	6 th Grade Team Specials	Administration	
Aug- EOY	Explore (seek) and build relationships with schools/agencies to mentor and work with our students.	Johnson- Turner Hidek	People MTSS Team	
Sept- EOY	Create a written document outlining the expectations of our DEB Leaders/Language Ambassadors.	Valerino Johnson- Turner	Time	
Sept. 19.24	Provide opportunities for interpreters to be included and present at our Open House/Back to School BBQ.	Harbin	People	
Sept	Develop orientation session for sixth grade families to welcome and inform them about middle school.	Burton	People	
Aug/ Sept	Create a life skill ticket for attendance/on time (reliability/dependability).	Hunter	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 15	Brief student survey	Collect baseline results of sense of belonging	
Oct.24	Completion of focus group	Student voice/collaboration that represents student population.	
Oct. 30	Completed year-long plan for attendance	100% staff implementing the points, ideas, and strategies from	

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

Key Strategy 1: Intentional Welcoming & School Environment	School Lead: Valerino
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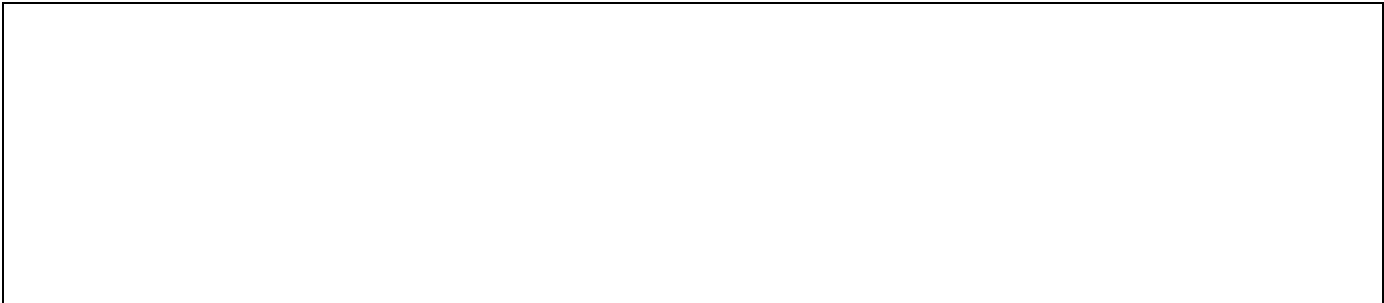
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 To refine/expand this strategy, we will focus on increasing the percentage of students who indicated the school energy is negative by implementing incentives, give more opportunities for student input and formalizing routines which did not occur in 2023-2024.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov	Plan and create schedule for grade level curricular projects.	Grade Level Team	Time	
Nov	Expand DEB Leader Program for 5 th and 6 th Graders.	Valerino	People	
Dec	Reconstruct Language Ambassadors to build more opportunities for student leadership.	ENL Teachers	People	
Nov	Recognize/acknowledge student accomplishments quarterly.	Specials Grade Levels ENL Related Service Providers	Time	
Nov	Develop and implement communication plan to families about student incentives for the year.	Hidek Groat	People	
Nov, Jan, Apr, June	Recognize 6 th graders in Honor roll & Merit roll awards quarterly.	6 th Gr Team/ Hamilton	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 19	Attendance percentage/chronic absenteeism percentage	Increased daily attendance rate to 90% or better and compare December 2023 /Dec 2024 to lower chronic absenteeism rate	
Nov 5	Communication plan	All families received communication plan	
Dec 18	Student survey	10% increase in sense of belonging	

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: Intentional Welcoming & School Environment	School Lead: Valerino
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Looking at the climate survey question, 51% of students indicated that the energy of the school is negative or neither negative or positive. In the staff climate survey, the questions was how positive are the attitudes of your colleagues and 28% were favorable. When staff morale is not high, it translates into the classroom.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To refine/expand this strategy, we will focus on increasing the percentage of students who indicated the school energy is negative by implementing incentives, give more opportunities for student input and formalizing routines which did not occur in 2023-2024.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 3	Schedule and implement grade level Family Pizza Luncheons.	Turner	Budget	
Jan 30 Feb 28 Mar 30	Implementation of grade level curricular projects	Groat	Time	
Jan	Develop and schedule student focus groups for the second quarter.	Hidek	People Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Feb10	Student recognition	10% Increase in number of students who are receiving recognition	
Feb 27	Focus Group	Completion of student focus group with their input on welcoming environment.	
Jan 27	Mid-year attendance data	Compare mid-year of 23-24 to mid-year of 24-25 and an increase in daily attendance with a goal of 5% increase.	

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: Intentional Welcoming & School Environment	School Lead: Valerino
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Looking at the climate survey question, 51% of students indicated that the energy of the school is negative or neither negative nor positive. In the staff climate survey, the question was how positive the attitudes of your colleagues are and 28% were favorable. When staff morale is not high, it translates into the classroom.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To refine/expand this strategy, we will focus on increasing the percentage of students who indicated the school energy is negative by implementing incentives, give more opportunities for student input and formalizing routines which did not occur in 2023-2024.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April	Administer and analyze data from student monthly survey on belonging.	Valerino	Time Data	
April 30	Schedule end of year recognitions.	Johnson-Turner	Time	
June 15	Administer SCSD Climate survey and analyze results.	Groat	Time	
June 30	Analyze end of year attendance data to inform SCEP action steps for 25-26.	Hidek	Data	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 5	Survey results	50% increase from baseline on increasing sense of belonging	
June 5	End of year recognition	20% increase in awards compared to last 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.

Key Strategy 2: Parent/Teacher Communication	School Lead: Hidek
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 When comparing attendance data from 2022-2023 to 2023-2024 there was little change in overall daily attendance percentage and chronic absenteeism rate. We did several things to improve as a school, but we still need to improve and increase the communications from classroom teacher to family. We believe the connections made between the homeroom teacher and the family will be the most impactful.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are doing several Tier 2 strategies with our attendance team and school-wide interventions to address attendance, but we need to strengthen our Tier 1 responses to attendance and connect our teachers with our chronic and at-risk absentee families.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug/Sept	Develop and schedule communication plan with families.	Hidek	Comm. Plan/Time	
9.2.24	Send a Talking Points message to families the first week of school.	Homeroom teacher	Time	
9.3.24	Hold a Meet the teacher event for families before first day of school.	Groat	Time	
9.19.24	Schedule a second outreach to families who did not attend Meet the Teacher (or newly enrolled) by making first phone call home a positive phone call to introduce yourself, check accuracy of phone numbers and address in SchoolTool. Report any changes to Janet Rommel.	Homeroom Teacher	Time Janet Rommel	
Oct 15	Develop classroom/team strategy(ies) to improve attendance. Teams will report their strategy at the October faculty meeting.	Grade level teams	People	
Oct 5 Nov 5	Review September and October attendance data at data meeting where teachers will report their steps of intervention.	Johnson-Turner	Time Data - Data Coach Grade Level Teachers	
Sept-Oct.	Communicate daily with the family of absent students by sending a Talking Point message.	Homeroom teachers	Use templates or create templates from Talking Points.	
Sept-EOY	Run daily report of absent students and share with staff.	Rommel		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
August	Attendance Tracker	100% of families whose children were chronically absent will receive and use an attendance Tracker to use throughout the year for when their child is absent.	
Sept 16- June 16	Monthly attendance report	Completion of first monthly attendance report review with homeroom teachers with 100% creating response strategies for absent students	

Sept 16- June 16	Daily Attendance log taken by teachers	Teachers contact families of the absent student and make note of the contact on a contact log or in SchoolTool under Userdefine.	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
<p>***Go over attendance tracker with parents during kindergarten and 6th grade orientation, Meet the Teachers Night, and Open House. Reiterate the importance of attendance during Data Night for Families, all Family Teacher Organization Meetings, and Parent/Teacher Conferences.</p> <p>***Have teachers' hand in attendance logs at the end of each week to the Attendance Team to assess and respond.</p> <p>***Monthly Attendance Data Meeting with all teachers during the scheduled weekly data meeting.</p>

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

Key Strategy 2: Parent/Teacher Communication	School Lead: Hidek
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
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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.
 We are doing several Tier 2 strategies with our attendance team and school-wide interventions to address attendance, but we need to strengthen our Tier 1 responses to attendance and connect our teachers with our absentee families.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov/Dec	Monitor use of Talking Points messages sent to families and provide feedback to teachers.	Groat	Time	
Nov/Dec	Monitor and adjust implementation of team plans for welcoming environment and strategies for improvement of student attendance.	Team Leaders	People	
Nov	Clarify parent communication protocol with families so they know to report the child’s absence to the main office.	Rommel	People	
Nov 5 Dec 5	Review November and December attendance data at data meeting where teachers will report their steps of intervention.	Johnson-Turner	Time Data - Data Coach Grade Level Teachers	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 5	Monthly attendance data	Increase in daily student attendance from Nov 23/Nov 24 by 5%	
Nov 7	Analysis of Talking Points data	100% of homeroom teachers implementing Talking Points messages per week	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
<p>***Have teachers' hand in attendance logs at the end of each week to the Attendance Team to assess and respond.</p> <p>***Monthly Attendance Data Meeting with all teachers during the scheduled weekly data meeting.</p>

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

Key Strategy 2: Parent Communication Strategy	School Lead: Hidek
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 When comparing attendance data from 2022-2023 to 2023-2024 there was little change in overall daily attendance percentage and chronic absenteeism rate. We did several things to improve as a school, but we still need to improve and increase the communications from classroom teacher to family. We believe the connections made between the homeroom teacher and the family will be the most impactful.

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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
Jan/Mar	Monitor use of Talking Points messages sent to families and provide feedback to teachers.	Groat	Time	
Jan/Mar	Monitor and adjust implementation of team plans for welcoming environment and strategies for improvement of student attendance.	Team Leaders	People	
Feb 15	Analyze mid-year attendance data and provide updated strategies and next steps.	Johnson-Turner	Data	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Feb 3	Data analysis	Updated intervention plans for identified students	
Feb 6	Mid-year attendance data	Decrease in chronic absenteeism by 5% from Jan 24/Jan 25	

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

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

Key Strategy 2: Parent Communication Strategy	School Lead: Hidek
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April	Monitor use of Talking Points messages sent to families and provide feedback to teachers.	Groat	Time	
May	Reflect on team plans for end of year and planning for next school year.	Team Leaders	People	
May	Schedule and implement end of year celebrations.	Johnson-Turner	Time	
June	Analyze end of year attendance data to inform SCEP for 25/26 plan.	Johnson-Turner Groat	Data Coach	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 16	End of year attendance data	Increase in daily student attendance by 5% and a decrease in chronic absenteeism by 5% June 24/June 25	
June 23	End of year celebration	Increase in student recognition from mid-year to end of year by 10%	

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: Components of a Restorative Justice Landscape	School Lead: Johnson-Turner
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on referral data, our referrals are at a higher rate than ever and are higher than almost all elementary schools for the 2023-2024 year.
 Based on school climate survey, students indicated that people are often disrespectful towards others in their school (only 23% responded favorably).

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are expanding this in our school and seeking to make this more systematic as it currently happens in pockets.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
July/Aug	Build staff content knowledge on restorative practices through Summer PD and after-school PD.	Administration	PD & Time (Summer Pd/After-School PD)	
Sept PD	Build staff knowledge of circle implementation through PD.	Groat	PD Newkirk	
Sept/Oct	Develop and Implement staff circles to increase knowledge and comfort level of circles and to build culture. Circle focus will be determined monthly.	Groat	PD PLT Time Newkirk	
July-Aug	Build staff content knowledge on TCIS by signing up for summer PD.	Staff	Time PD	
Sept	Provide recertification of restraint training for staff who are already trained.	Groat	Time PD	
Sept-EOY	Create schedule for monthly meetings for school committees to share strategies with grade level teams.	Majors	People	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept 30 Oct 31	Staff and student circles happening in Sept and Oct	5% Decrease in referrals from Oct 23 to Oct. 24	
Sept. 30	Meeting schedule	Restorative Justice Strategies shared and implemented within all classrooms	

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

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

Key Strategy 1: Components of a Restorative Justice Landscape	School Lead: Johnson-Turner
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 We are expanding this in our school and seeking to make this more systematic as it currently happens in pockets.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov/Dec	Implement Nov and Dec staff circles with focus to be determined.	Saroney	Time	
Nov	Select student mediators and build knowledge/capacity on peer mediation strategies through trainings & modeling.	Johnson-Turner Oliver	PD Time Access Peaceful Schools’ program	
Nov-EOY	Review referral data monthly at data or team meetings.	Johnson-Turner	Data Coach	
Dec	Revise and update PD on Restorative Practices based on grade level feedback and referral data.	Groat	PD Time – Dec. After-School Richardson	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 18	Student survey about respectful behaviors	Increase to 45% for favorable results from 23% in students experiencing respectful behaviors	
Jan 8	Referral data	5% decrease in referral rates from Dec. 23 to Dec 24	

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: Components of a Restorative Justice Landscape	School Lead: Johnson-Turner
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 We are expanding this in our school and seeking to make this more systematic as it currently happens in pockets.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January	Implement student mediations to help with peer conflicts.	Johnson-Turner Oliver	Time	
Jan-March	Implement Jan, Feb, March staff circles with focus to be determined.	Saroney	Time/People	
Jan 30	Analyze mid-year referral data to identify trends for needed support	Groat Johnson-Turner	Data/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Feb 28	Weekly Spreadsheet	100% of mediators using identified strategies	
Mar 5	Data analysis	Continued 5% decrease in discipline referrals compared to Feb 2023	

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: Components of a Restorative Justice Landscape	School Lead: Johnson-Turner
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 We are expanding this in our school and seeking to make this more systematic as it currently happens in pockets.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/24	Utilize data results to identify staff for differentiated support.	Johnson-Turner Groat	Data/Time	
5/1/24	Review peer mediation expectations, routines, and implementation for best practices.	Johnson-Turner	PD	
5/30/24	Provide differentiated support and track impact on student referral data.	Johnson-Turner	PD	
6/20/24	Analyze end of year data to inform planning and staff needs for upcoming school year.	Johson-Tuner Groat	Data/Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 5	Data results	Supports planned for all identified staff	
June 16	Data analysis	Met end of year goal of 75% favorable on Panorama survey. Decrease in referrals by 20%	
June 16	Data analysis	Decrease in referrals by 20% compared to 2023-2024	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Hamilton
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on walkthrough data, teachers are not consistently using their SEL time to explicitly teach social-emotional skills and we are underutilizing our district-adopted SEL program, Second Step. Also, based on our increased referral rate, we need to strengthen this Tier 1 strategy by consistent implementation of Second Step and use of classroom circles.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are seeking to refine this strategy with consistent monitoring and implementation of Second Step and use of circles.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August	Create school-wide expectations for weekly SEL schedule.	Myers	Time	
Aug/Sept	Build staff content knowledge in Second Step through professional learning.	Myers	PD	
Sept-EOY	Implement relationship building circles in classrooms and with staff.	Hamilton	Time People	
By Sept 15	Conduct walkthroughs with feedback on SEL implementation.	Administration	Time	
Sept	Survey staff on needs/use/implementation of calm-down corner to determine next steps of support.	Myers	People	
August/Step	Create and provide staff with log-in information and written directions (electronic and hard copy) of how to access Second Step online resources.	Myers Januszka	Time Budget	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept 15	Walkthrough	100% of staff implementing SEL curriculum and expectations	
Sept 29	Survey results	100% of staff have calm down corners set up in classrooms	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Hamilton
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on walkthrough data, teachers are not consistently using their SEL time to explicitly teach social-emotional skills and we are underutilizing our district-adopted SEL program, Second Step. Also, based on our increased referral rate, we need to strengthen this Tier 1 strategy by consistent implementation of Second Step and use of classroom circles.

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 We are seeking to refine this strategy with consistent monitoring and implementation of Second Step and use of circles.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov	Create weekly schedule for support staff to push-in during SEL times to model and support SEL learning.	Hamilton Ball	People/ Promise Zone FSSS-Wedge	
Nov/Dec	Conduct walkthroughs with feedback on SEL implementation.	Groat Johnson-Turner	Time	
Nov/Dec	Utilize walkthrough data and use faculty meetings to share SEL best practices	Groat	People	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 30	Walkthroughs	100% of teachers implementing second step and circles	
Dec 18	Weekly schedule	Weekly schedule for support staff implemented in classrooms	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Hamilton
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on walkthrough data, teachers are not consistently using their SEL time to explicitly teach social-emotional skills and we are underutilizing our district-adopted SEL program, Second Step. Also, based on our increased referral rate, we need to strengthen this Tier 1 strategy by consistent implementation of Second Step and use of classroom circles.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are seeking to refine this strategy with consistent monitoring and implementation of Second Step and use of circles.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January	Generate a playlist of SEL PDs so staff can select to work in areas of need (calm down corner, Second Step, Circles, Restorative Conversations)	Majors Hamilton	People- Newkirk/Richardson Time	
Jan-Mar	Conduct walkthroughs with feedback on SEL implementation.	Groat/Johnson -Turner	Time	
Jan-Mar	Analyze mid-year data to determine trends and next steps	Groat	People	
February	Use teacher walkthrough data to indicate targeted coaching needs and additional training.	Groat	PD	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Mar 1	Behavior data	10% decrease in referral data from Feb 2024 to Feb 2025	
Jan 19	SEL Playlist	Differentiated support provided for all staff	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Hamilton
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on walkthrough data, teachers are not consistently using their SEL time to explicitly teach social-emotional skills and we are underutilizing our district-adopted SEL program, Second Step. Also, based on our increased referral rate, we need to strengthen this Tier 1 strategy by consistent implementation of Second Step and use of classroom circles.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are seeking to refine this strategy with consistent monitoring and implementation of Second Step and use of circles.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Apr 30	Analyze walkthrough and Second Step data to identify strengths and areas of improvement.	Groat Johnson- Turner	Data/Time	
May 30	Adjust playlist support based on walkthrough and Second Step Data.	Groat	PD	
June 15	Utilize end of year data to begin planning for 2025-2026 school year.	Groat Johnson- Turner	Data/People/Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 16	Referral data	Overall decrease of 20% from 2024 to 2025 school year.	
May 15	Walkthrough data	100% of teachers are teaching and implementing SEL strategies.	

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

LEARNING AS A TEAM

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

Student Interviews

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

The student interviews indicated students were interested in more celebrations, more fun, field trips and the desire to increase their voice and choice. These interviews impacted a few areas the most on the SCEP plan. First, they helped us determine that Welcoming Environment was an important strategy to focus on. We also implemented some actions steps in the areas of Sense of Belonging and Restorative Practices. We added some action steps to increase our celebrations and student focus groups. Finally, our strategy of using Accountable Talk will help to increase student voice.

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.

Our goal is to ensure students of all subgroups are represented in our focus groups, in our leadership groups, and in our peer mediation groups. We also want to ensure that our targeted subgroups are receiving the appropriate Tier 2 intervention they need to accelerate learning. Our goal is to increase student voice of all subgroups through the various strategies and action steps listed within this plan. The more active learning that takes place with our students, we expect better student achievement outcomes.

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	90%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	85%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	75%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	85%	
5	It was evident that our school focused on numeracy and literacy.	85%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	85%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	85%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	85%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	75%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	85%	

	Student Survey Questions (Grades 3-5) (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	2024-25 Actual Results
1	How positive or negative is the energy of the school? (SC1)	49%	75%	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	30%	70%	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	56%	75%	
4	How often are people disrespectful to others at your school? (SS1)	23% favorable	75%	
5	How often do students get into physical fights at your school? (SS2)	50% favorable	70%	
6	How often do you worry about violence at your school? (SS4)	48%	30%	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	59% favorable	85%	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	75% favorable	90%	
9	When your teacher asks, "How are you?", how often do you feel	66% favorable	85%	

	that your teacher really wants to know your answer? (TSR2)			
10	How respectful is your teacher towards you? (TSR4)	81%	90%	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	91%	95%	
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 students? (BE8)	92%	95%	
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)	94%	95%	
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)	88%	95%	
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)	82%	90%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	82%	95%	
7	How motivating are the classroom lessons at your child's school? (SC2)	72%	80%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	78%	85%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	83%	88%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	82%	88%	

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>5/13</i>	<i>4/17</i>	<i>5/15, 5/29</i>	<i>5/29, 6/4</i>	<i>6/4</i>	<i>6/12, 6/17, 6/19, 6/20, 6/21, 6/24, 6/25, 6/26</i>
Becky Groat	Principal	X	X	X	X	X	X	X
Charina Johnson-Turner	Vice Principal		X		X	X	X	X
Morgan Chylinski	Instructional Coach	X	X		X			X
Sabrina Myers	K Teacher/Union Rep	X	X		X	X	X	X
Melissa Hidek	SW Asst/Family Eng				X	X		
Gabriel Mayfield	Parent				X			X
Cristin Albert	3 rd Gr Teacher					X		
Sharon Oliver	Librarian	X				X		X
Michelle Saroney	QR Interv Math Teacher	X					X	X
Daniela Klamm	1 st Gr Teacher							X
Renee Valerino	6 th Gr Sp Ed Teacher							X
Erin Lehman	3 rd Gr Teacher							X
Joelle Nesci	2 nd Gr Sp Ed Teacher							X
Jen Satalin	5 th Gr Math Teacher							X
George Patterson	Teaching Assistant							X
Breanna Burrows	6 th Gr Math Teacher							X
Johnna Ball	Social Worker							X
Caitlyn Hamilton	School Counselor							X
Daniel Karleski	1 st Gr Sp Ed Teacher							X

Gretchen Majors	Psychologist							X
Morgan Chylinski	Instructional Coach							X
Cristin Albert	3 rd Gr Teacher							X
Michelle Brown	K Sp EdTeacher							X
Bernadette Rushing	2 nd Gr Teacher							X
Kelly Moss	AIS Teacher							X
Corinthia Kotlar	ENL Teacher							X
Melinda Januszka	K Teacher							X
Deb Ketola	Parent							X