



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Frazer PreK-8 School	Latrina Brumfield	Prek-8	CSI

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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Latrina Brumfield	Principal
2	Jessica Corasaniti	Vice Principal
3	Stanley Whalen	Vice Principal
4	Jontea Florence	Vice Principal
5	Ashley Malley	Admin intern
6	Teresa Sauro	Instructional coach
7	Diana Ebner	AIS Teacher
8	Alicia Mahaney	AIS Teacher
9	Joseph Sessler	ELA Teacher
10	Jill Monteleone	AIS Teacher
11	Shanette Logan	Special Education Teacher
12	Crysten Rushmore	Special Education Teacher
13	Curtis Patterson	Elementary Teacher
14	Sarah Lambert	AR Teacher
15	Amy Vargason	Middle School Teacher
16	Stephanie Tournon	Elementary teacher
17	Matthew Andino	Special Education Teacher
18	Thomas Nimineh	Social Worker Assistant
19	Joy Yoffa	Social Worker
20	Regina Russo	Social Worker
21	Sarah Craft	Middle School Teacher
22	Olivia Emond	Elementary Teacher
23	Meghan D’Orsogna	ENL Teacher
24	Nicole Schwartz	ENL Teacher
25	Lisa Saka	AIS Teacher
26	Leighann Adams	TA
27	Rachel Sheer	Middle school Teacher
28	Jahnae Holmes	Elementary Teacher

29	Sarah Whelan	Special Education Teacher
30	Aaron Goodell	Middle School Teacher
31	Joseph Damarville Alexander	Dean
32	Evilina King	TA/Parent
33	Nicole Schwartz	ENL teacher/Parent
34	Carlos Duvol	Parent
35	Rakea Davis	Parent

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OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 8)

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

	Commitment	Key Strategies		N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	E
		2	Tier I or Tier II Intervention Practices	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	E
		2	Explicit Instruction for Diverse Learners	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Implementing an Effective Attendance Team	E
		2	Intentional Welcoming School/Class Environment	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Social Emotional Learning	E
		2	Staff to Student Check-ins	E

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

Key Strategy 1: Accountable Talk	School Lead: T. Sauro
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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.
School will expand the strategy by providing increasingly differentiated support and professional development based on walkthrough data and teacher self-reflection data to promote more rigorous student discourse.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug 26-30	Targeted professional development during opening days around accountable talk and the 3 domains	T. Sauro	Summer Summit- ongoing PLC’s, Instructional Rounds District AT leads	
Aug. 26 – Sept 13	Identify or develop an effective feedback system using common language for specific and actionable feedback & teacher reflection form based on AT Classroom Indicator tool for the school year. Communicate the feedback system to staff	Ashley Malley (k-2) Jessica Corasaniti (3-5) Jontea Florence 6 th , Whalen 7&8 th	District provided tools – AT Classroom indicator tool, asset walk tool, student experience feedback, demand of task tool.	
Sept 26-30	Assign teacher reflection form to be completed based on strengths, needs, impact on student learning, and to identify a next steps goal for AT implementation	T. Sauro /J.Corasaniti	Word form All classroom teachers Frazer Admin	
Oct. 1-4	Complete 1 walk through per classroom teacher to collect baseline data using districts accountable talk walk through tool	Ashley Malley	District provided tools – AT Classroom indicator tool, asset walk tool, student experience feedback, demand of task tool.	
Oct. 7-31	Develop (or use SCSD PD already created) and deliver differentiated PD for individuals, or small groups, based on baseline Teacher reflection and walkthrough data using SCSD Accountable Talk Implementation Guide	T.Sauro	Global PD District provided tools – AT Classroom indicator tool, asset walk tool, Teacher Self Reflection	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 10/31	100% of Walkthroughs will have been completed by grade level admin	Use of accountable talk moves being implemented during WG and SG instruction in a minimum of 60% of classrooms	
By 10/31	Evidence of AT planning in lesson plans, with open ended questions that align to lesson objective	Pre-planned questioning, strategies, turn and talks in a minimum of 60% of lesson plans for grades 2-8	
10/11	BOY NWEA assessment	50% of students will meet or exceed their projected growth based on Spring 2024 benchmark for ELA (3-8) and Math (k-2)	

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

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

Key Strategy 1: Accountable Talk	School Lead: T. Sauro
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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.
School will expand the strategy by provided increasingly differentiated support and professional development based on walkthrough data and teacher self-reflection data to promote more rigorous student discourse.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/ 1	Utilize Frazer's unpacking protocol that includes the process of creating AT questions that align with content objectives.	T. Sauro	School created unpacking protocol PLC's	
11/6	Analyze teacher self reflections and walkthrough data with ILT to identify next steps for AT implementation	T. Sauro	Walkthrough tool, School Mint Grow	
12/2- 12/13	Hold reflection and feedback sessions with individual GL teams to identify progress & areas of need to further Accountable Talk implementation.	Ms. Malley, J. Corasaniti S. Whalen J. Florence	Reflection and Walkthrough data	
12/1- 12/20	Schedule & provide opportunities for participation in Collaborative Coaching sessions to include peer walkthroughs with debrief meetings to provide actionable and specific feedback regarding accountable talk, teacher questioning and student participation and engagement	T. Sauro	Substitutes AT classroom indicator tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/13	Teacher Self-Reflection survey Data	100% of teachers <ul style="list-style-type: none"> reflections list specific strategies or techniques the teacher has used to implement Accountable Talk (AT) in the classroom Reflections provide an honest description of the challenges faced in implementing AT Reflections on how AT has impacted student learning and understanding identification of future goals and areas for continued growth 	
11/1- 12/13	Walkthrough Data	100% of data aligns to Teacher Reflection survey data.	

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

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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: T. Sauro
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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.
School will expand the strategy by provided increasingly differentiated support and professional development based on walkthrough data and teacher self-reflection data to promote more rigorous student discourse

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6-1/10	Provide next level of Accountable Talk PD to teachers based on December reflection and feedback sessions and support teacher collaboration on lesson unpacking and planning that includes creating AT questions that align with content objectives	Inst. Coach and Content Liaisons	Global PD Thursday PD time PLT time	
2/3-2/28	Complete classroom walkthroughs to collect and analyze data on the progress of Accountable Talk implementation.	Admin/ILT/IC	District AT walk through tool Admin team ILT	
3/26	Share growth, celebrations, and current reality of progress using walkthrough data, teacher self-reflection data, and student artifacts.	Admin	Staff meeting	
3/12	Based on walkthrough data and student artifacts, determine next steps for Accountable Talk PD	Admin/ILT/IC	ILT meeting ILT team Instructional coach Admin	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Ongoing rotation	Walk throughs looking specifically at accountable talk stems	75% of classrooms utilizing AT stems during class discussion	
Weekly checks	Teachers lesson plans to have pre-determined questions for AT	75% of Teacher lesson plans have AT prompts identified in their lessons	
Ongoing rotation	Walk throughs during whole group instruction to observe use of pre-determine questions for AT.	75% of teachers will be pre-planned questions from lesson plans	
Mid year benchmark	MOY NWEA Assessment	70% of students will meet or exceed their projected growth in Math (k-8) or ELA (3-8)	

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

Empty box for notes/reflections/adjustments.

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: T. Sauro
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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.
School will expand the strategy by provided increasingly differentiated support and professional development based on walkthrough data and teacher self-reflection data to promote more rigorous student discourse.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/10	Provide next level of Accountable Talk PD to teachers based on walkthrough data and Collaborative Coaching Sessions and continue to support lesson unpacking and planning that includes creating AT questions that align with content objectives.	Inst. Coach and Content Liaisons	1 hour PD Teachers k-8 Instructional Coach	
4/1-6/13	Continue to schedule & provide opportunities for participation in Collaborative Coaching sessions to include peer walkthroughs with debrief meetings to provide actionable and specific feedback regarding accountable talk, teacher questioning and student participation and engagement.	Instructional coach	PLT time Teachers Instructional Coach Content leads/liasons	
4/1-4/11	Plan & deliver differentiated PD & supports based on walkthrough data and teacher self-assessments & goals	Instructional Coach ILT	PLT time Teachers Instructional Coach Content leads/liasons	
5/29	Collect, analyze and share with teachers’ walkthrough data on the implementation of AT	Admin	Staff meeting	
6/ 26	Share growth, celebrations, and current reality of progress using walkthrough data, teacher self-reflection data, and student artifacts	Admin	Staff Meeting	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Ongoing during PLC	Lesson plans checks & walk through results for AT	100% of teachers participating in PLC to unpack units and pre-plan AT discussion questions	
4/1-4/11	Teacher self-reflection surveys	85% of teachers survey results demonstrate confidence in the use of AT strategies within the classroom	
EOY	EOY NWEA Assessment	85% of students meet or exceed their projected growth Math (k-8) ELA (3-8)	

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

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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: Tier I instructional Strategies	School Lead: T. Sauro
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at needs assessment tier 1 instruction was not effective. Frazer schools Math benchmark testing reported only 6% of our student’s demonstrated proficiency, ELA testing showed 10% of our students demonstrated proficiency. Some root causes identified were lack of alignment of classroom activities to lesson objective/standards, lack of student engagement, lack of foundational reading & numeracy requisite skills required to be successful in intermediate grades.

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

In the 2023-2024 school year teachers did not receive consistent feedback on lesson plans and PLT time was limited for pre-planning and lesson unpacking. For the 2024-2025 School year, teachers lesson plans will be evaluated weekly and provided feedback by grade level admin, PLC time will imbed lesson and unit unpacking protocols.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/28-8/29	Define and clarify effective Tier 1 instructional practices through implementation a series of Global PD for staff around basics of effective tier I instruction, study of walkthrough indicators, and observation tools.	J. Corasaniti	Assign Global PD Opening days building time PLT T. Sauro	
9/23-9/27	Collect and analyze baseline data using tier 1 walk through tool looking specifically at whole group instructional strategies currently being implemented	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Baseline Walkthrough tool Admin team meeting time	
10/10	Utilize 1-hour monthly PD time to provide professional development on the essentials of an effective whole group lesson based on data from Tier 1 walk throughs	T. Sauro D. Ebner C. Patterson J. Sessler R. Sheer S. Lambert	Baseline walkthrough tool data PLT 1 hour PD	
10/21-10/31	Review lesson plans looking for evidence of annotating notes, pre-planned questioning, and scaffolds to meet the needs of all students	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Monthly one hour PD Staff meeting time Opening days / Global PD	
10/21-10/31	Introduce students to school-wide data booklets and set individual academic learning goals based on BOY data (i.e., NWEA, DIBELS, Math Surveys)	J. Corasaniti	SG instructional time Data booklets NWEA Data reports	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/30	Completion of Global PD	100% teacher completion of assigned materials on Global PD	
By 10/31	Walk through observations	75% of teachers demonstrate baseline understanding of effective Tier 1 strategies by engaging students in learning with use of White boards, group discussion, manipulatives	
10/21	Tier 1 strategies identified in lesson plans	75% of teacher lesson plans are Annotated to indicate tier 1 engagement strategies	
10/11	NWEA Assessment	50% of students will meet or exceed their projected growth from Spring 2024 in Math & ELA	

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

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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: Tier I instructional Strategies	School Lead: T. Sauro
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Looking at needs assessment tier 1 instruction was not effective. Frazer schools Math benchmark testing reported only 6% of our student’s demonstrated proficiency, ELA testing showed 10% of our students demonstrated proficiency. Some root causes identified were lack of alignment of classroom activities to lesson objective/standards, lack of student engagement, lack of foundational reading & numeracy requisite skills required to be successful in intermediate grades.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In the 2023-2024 school year teachers did not receive consistent feedback on lesson plans and PLT time was limited for pre-planning and lesson unpacking. For the 2024-2025 School year, teachers lesson plans will be evaluated weekly and provided feedback by grade level admin, PLC time will imbed lesson and unit unpacking protocols.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/14	Provide PD time for grade level and content level teams to analyze a week of lesson plans to understand the lesson unpacking protocol	T. Sauro	1 hour PD	
11/1-12/20	Weekly PLC time dedicated to examining student work, unpacking unit level and lesson level learning targets and ensuring alignment throughout the lesson (target, lesson, checks for understanding, etc).	T. Sauro A. Malley	PLC Instructional coach	
11/13 & 12/11	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Admin Students	
11/12-12/20	Conduct walkthroughs to monitor progress of Tier 1 instruction and determine level of supports needed and provide differentiated feedback and coaching	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Instructional coach Walk through form	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/13 & 12/11	Data and donuts meetings	100% of students data booklets will have updated information from district benchmarks	
12/9-12/13	Tier 1 walk throughs	75% of teachers showing improvement in tier 1 instructional strategies	
11/12-12/20	School Mint grow feedback tool	100% of teachers that received a walk through will be provided with immediate feedback on SMG	

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

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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: Tier I instructional Strategies	School Lead: T. Sauro
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Looking at needs assessment tier 1 instruction was not effective. Frazer schools Math benchmark testing reported only 6% of our student’s demonstrated proficiency, ELA testing showed 10% of our students demonstrated proficiency. Some root causes identified were lack of alignment of classroom activities to lesson objective/standards, lack of student engagement, lack of foundational reading & numeracy requisite skills required to be successful in intermediate grades.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In the 2023-2024 school year teachers did not receive consistent feedback on lesson plans and PLT time was limited for pre-planning and lesson unpacking. For the 2024-2025 School year, teachers lesson plans will be evaluated weekly and provided feedback by grade level admin, PLC time will imbed lesson and unit unpacking protocols.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6-3/28	Continue weekly PLC time dedicated to unpacking unit level and lesson level learning targets, refining and enhancing instructional practices based on additional training, practice, and feedback.	T. Sauro A. Malley	Instructional coach Teachers PLC time	
1/8 & 2/12 3/12	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Students Data booklets	
2/5	Conduct a midpoint review of NWEA & DIBELS with ILT to determine effectiveness of tier 1 instruction during the first half of the school year.	T. Sauro	NWEA Data ITL team Instructional coach Admin	
2/24-2/28	Schedule & conduct data conferences with grade level/content teams based on MOY data cycles and 4/6 week action plans	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Admin Students Data booklets	
1/6-3/28	Conduct walkthroughs to monitor progress of Tier 1 instruction and determine level of supports needed and provide differentiated feedback and coaching	Malley	Walk through tool (tier1)	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/8 & 2/12, 3/12	Data and Donuts	85% of students with current data in data booklets	
3/3-3/14	Tier 1 instructional strategies walk throughs	85% of teachers showing improvement in tier 1 instructional strategies	
By 3/28	NWEA results for mid year	70% of students meet or exceed their projected growth on NWEA	

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

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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: Tier I instructional Strategies

School Lead: T. Sauro

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

Looking at needs assessment tier 1 instruction was not effective. Frazer schools Math benchmark testing reported only 6% of our student’s demonstrated proficiency, ELA testing showed 10% of our students demonstrated proficiency. Some root causes identified were lack of alignment of classroom activities to lesson objective/standards, lack of student engagement, lack of foundational reading & numeracy requisite skills required to be successful in intermediate grades.

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

In the 2023-2024 school year teachers did not receive consistent feedback on lesson plans and PLT time was limited for pre-planning and lesson unpacking. For the 2024-2025 School year, teachers lesson plans will be evaluated weekly and provided feedback by grade level admin, PLC time will imbed lesson and unit unpacking protocols.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-4/30	Conduct walkthroughs to monitor progress of Tier 1 instruction and determine level of supports needed and provide differentiated feedback and coaching.	Admin/Coach/ District Coaches	Teachers Admin Instructional coach	
4/1-6/11	Weekly PLC time dedicated to examining student work, unpacking unit level and lesson level learning targets and ensuring alignment throughout the lesson (target, lesson, checks for understanding, etc).	T. Sauro A. Malley		
4/9 & 5/14	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen	Students Data booklets	
5/14 & 6/11	Review SCEP action steps and document Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning	Malley Corasaniti T. Sauro	SCEP team ILT meeting	
6/26	Document and share best practices and success stories from the rollout, celebrating successes and acknowledge teachers' efforts.	k-2 Malley 3-5 Corasaniti 6-8 Florence & Whalen T. Sauro	Staff meeting 6/26	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/19- 5/30	Tier 1 instructional strategies walk through tool	95% of teachers demonstrate effective tier 1 instructional strategies	
4/9 & 5/14	NWEA	85% of Students will meet or exceed their projected growth scores in Math & ELA	
6/13	SCEP plan reflection/notes	100% completion of action steps	

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

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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: T. Sauro

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.

In the 2023-2024 we held PLC’s throughout the day during planning periods for grade levels, for the 2024-2025 school year we expand on this strategy by improving accountability measures. All PLC’s will be held in a shared space with admin and instructional coaches present.

IMPLEMENTATION PLAN (August – September)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/28, 8/29	Plan with PLC academy group to outline PLC structure for the 24-25 School year	PLC academy group	Opening days Teachers, Admin	
9/4-9/13	Set PLC calendar for the first quarter also share out the agenda structure <ul style="list-style-type: none"> Review DuFours 4 questions and agenda structure with staff 	Instructional Coach Admin	PLC calendar Instructional Coach Teachers PLC time	
9/16-9/30	Set norms using “Learning by Doing: Developing norms protocol” among grade level and content teams, accountability measures in place, and establish team roles.	GL teams Instructional Coach, Admin	Teachers Admin Instructional Coach	
9/9-9/30	Develop EOY content specific smart goals at each grade level using PLC learning by Doing reproducible	T. Sauro	Smart Goal template	
9/23-10-4	Compile Small groups and identify focus of each small group based on benchmark data from NWEA & DIBELS (based on Spring 2024 benchmarks)	k-2 Malley 3-5 corasaniti 6 th - Tia 7/8- Whalen	NWEA Data DIBELS data PLC time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29	By end of August, PLC academy group has a clear structure in place for agenda template and calendar is set. And how it will be rolled out to faculty by PLC academy	First quarter Calendar with dates Completed agenda Template Implementation plan for Staff	
9/4-9/13	Share agenda with staff and each of the structures/non-negotiables of the PLC agenda	100% of grade level teams utilizing PLC Agenda during PLC time	
10/11	NWEA	50% of Students will meet or exceed their projected growth scores for ELA and Math	

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

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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: T. Sauro
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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.
We are expanding on this strategy by restructuring the use of our PLC time. PLC’s will be held whole group in a shared space with admin & instructional coaching.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/4-11/26	Provide real time feedback during PLCs to staff	k-2 Malley 3-5 Corasaniti 6th- Tia 7/8- Whalen	Teachers PLC time PLC agendas	
11/15	Self-assess current reality of PLC effectiveness using PLC continuum	T. Sauro	PLT Teachers Continuum	
11/4-12/20	analyze weekly Whole Group lessons for common understanding of expected student outcomes during tier 1 instruction- be able to answer the questions “What do we want students to learn? How do we know they learned it?”	k-2 Malley 3-5 Corasaniti 6th- Tia 7/8- Whalen	PLC agenda Teachers ADMIN	
Completed by 12/20	Review Small Group structure and identify focus of each SG based on winter benchmark data (completion of 4 & 6 week plans)	T. Sauro	4 & 6 week action plan assessments	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/2	PLC’s at work Learning continuum	100% completion of the reflection form to inform next steps for support	
11/12-11/15	Admin walk through tool for PLC implementation	100% of teachers receive a walk-through by admin to assess implementation of structure	
11/15	Grade level/Content team PLC agendas	100% of teachers utilizing PLC agenda	
12/20	Action plan assessment	70% of students met their action plan target	

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: T. Sauro
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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.
We are expanding on this strategy by restructuring the use of our PLC time. PLC’s will be held whole group in a shared space with admin & instructional coaching.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6-1/17	Complete 4 & 6 week action plans based on Winter Benchmark data for DIBELS and NWEA	Teachers	Teachers PLC time	
1/6-3-28	Analyze weekly WG lessons for common understanding of expected student outcomes during tier 1 instruction- be able to answer the questions “What do we want students to learn? How do we know they learned it?”	Teachers Instructional coach	PLC time PLC agenda	
Completed by 2/3	Update targeted small groups and identify focus of each SG based on mid-year benchmark data- NWEA & DIBELS	Teachers	PLC Time PLC Agenda Action plan templates	
3/3-3/14	Collaborate in PLCs to score and thin slice 2 pt responses and develop a plan for use of WIN time as re-teach time based on Data protocol	Instructional Coach Teachers	Thin Slice protocol	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/17	NWEA Assessment	70% of students meet or exceed their projected growth goals on NWEA	
3/3-3/14	PLC data protocol	100% completion of data protocol among content and grade level teams	
3/17-3/21	Re-teach plan	100% of teams create and implement a re-teach plan for WIN time	

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: T. Sauro

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.
We are expanding on this strategy by restructuring the use of our PLC time. PLC's will be held whole group in a shared space with admin & instructional coaching.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
5/12-5/16	Complete 4 & 6 week plans based on Spring NWEA/DIBELS/ benchmark data	Teachers	Teachers PLC time	
4/1-6/13 Ongoing during PLC time	GL/CT teams will analyze weekly WG lessons for common understanding of expected student outcomes during tier 1 instruction- be able to answer the questions "What do we want students to learn? How do we know they learned it?"	Teachers Instructional coach	PLC time PLC agenda Teachers Admin Instructional coach	
5/19-5/22	Collaborate in PLCs to score and thin slice 2 pt responses and develop a plan for use of WIN time as re-teach time.	Teachers	Instructional coach PLC time Teachers	
June 26	Document and share best practices and success stories from the implementation of PLC's, celebrating successes and acknowledge teachers' efforts.	Admin Instructional Coach Teachers	Staff meeting Teachers Admin Instructional Coach	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/19	4 and 6 week action plans	100% completion of 4 and 6 week plans by classroom teachers	
5/28	Re-teach plan for WIN time based on 4 and 6 week plans	100% of content and grade level teams submit re-teach plan for WIN	
6/16-6/25	Notes, reflection, and potential adjustments in SCEP	100% of subsections complete with reflections and notes on SCEP	
EOY	NWEA	85% of students meet or exceed their projected growth in Math & ELA	

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: Explicit instructional strategies for diverse learners

School Lead: J. Florence

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

As we conducted our needs assessment, we discovered test score data indicated our ELL's and SWD are not making academic growth needed to meet grade level standards. We determined root causes to be 1.) lack of professional development 2.) monitoring, 3.) feedback on effective strategies to increase student engagement, 4.) we have not developed structures or dedicated time to allow ENL and SPED teachers and classroom teachers to collaborate.

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 2023-2024 school year we focused only on ELLs. This upcoming year, we will expand and include students with special needs.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/28-9/3	create calendar and identify agenda areas for PLCs in which SPED and ENL certified teachers meet with general education teachers to unpack unit and lesson plans,	T. Sauro M.D'Orsongna	District ENL & SPED dept.	
9/23-10/4	Create walkthrough tool and complete walkthroughs for baseline of necessary professional development.	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	District ENL & SPED dept.	
10/7-10/31	Provide all teachers with professional development focused on high-level engagement strategies for diverse learners.	M. D'orsogna	District ENL & SPED dept.	
10/7-11/30	Teachers unpack monthly unit and lesson plans, create scaffolds for diverse learners	T. Sauro A.Malley	District ENL & SPED dept.	
10/7-10/31	Analyze data monthly including but not limited to progress monitoring, student work and benchmark assessments.	T. Sauro A.Malley	District ENL & SPED dept.	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/3	Completed calendar of meetings	PD sessions, PLT times for collaborative planning	
By 10/31	Walkthrough data completed	100% of classroom teachers received walkthrough	
By 10/31	One Professional Development session and participation feedback.	90% of teachers participate in professional development sessions.	
By 10/25	NWEA Assessment or other student data report	100% of enrolled students will have DIBELs and NWEA data.	

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

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

Key Strategy 2: Explicit instructional strategies for diverse learners	School Lead: J. Florence
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 As we conducted our needs assessment, we discovered test score data indicated our ELL’s and SWD are not making academic growth needed to meet grade level standards. We determined root causes to be 1.) lack of professional development 2.) monitoring, 3.) feedback on effective strategies to increase student engagement, 4.) we have not developed structures or dedicated time to allow ENL and SPED teachers and classroom teachers to collaborate.

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 2023-2024 school year we focused only on ELLs. This upcoming year, we will expand and include students with special needs.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/13 & 12/11	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	T. Sauro	DIBELS Nat. Geo Data NWEA PLC, Teachers	
11/6-12/20	SPED and ENL certified teachers meet with general education teachers monthly to unpack unit and lesson plans, create scaffolds.	T. Sauro	PLC Curriculum	
11/12-12/20	Review data with teachers from walkthroughs and benchmark assessments to determine next step supports from ENL and SPED teachers.	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	Walk through data NWEA Data DIBELS data Nat. Geo Data PLT	
12/12	SPED and ENL certified teachers provide professional development to grade level teams	M. D’Orsogna C. Rushmore S. Whalen	1 hour PD	
12/9-12/20	Complete walkthroughs to get an update of current supports for students and targeted necessary professional development supports for staff.	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	Walk through data Admin meeting time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/6-12/20	NWEA Assessment or other student data report	50% of students will meet or exceed their projected growth scores	
By 12/20	One Professional Development session and participation feedback.	90% of teachers participate in professional development sessions.	
By 12/20	Walkthrough data completed	100% of classroom teachers receive a walk through	

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

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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: Explicit instructional strategies for diverse learners

School Lead: J. Florence

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

As we conducted our needs assessment, we discovered test score data indicated our ELL’s and SWD are not making academic growth needed to meet grade level standards. We determined root causes to be 1.) lack of professional development 2.) monitoring, 3.) feedback on effective strategies to increase student engagement, 4.) we have not developed structures or dedicated time to allow ENL and SPED teachers and classroom teachers to collaborate.

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 2023-2024 school year we focused only on ELLs. This upcoming year, we will expand and include students with special needs.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6-3/31	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	J. Florence	Data booklets	
1/6-3/31	SPED and ENL certified teachers meet with general education teachers monthly to unpack unit and lesson plans, create scaffolds.	T. Sauro	PLT	
3/3-3/14	Complete walkthroughs to get an update of current supports for students and target necessary professional development supports for staff.	T. Sauro A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	Walk through data Admin meeting time	
1/13-3/31	SPED and ENL certified teachers Provide two PD sessions to grade level teams	M. D’Orsogna C. Rushmore S. Whalen	PLT	
1/6-1/16	Analyze walkthrough data and survey classroom teachers to identify supports they need.	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	Admin meeting Walk through data	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/24-2/28	MOY NWEA Assessment or other student data report	70% of students will meet or exceed their projected growth scores	
1/ 21- 3/28	Two professional development sessions and participant feedback	90% of teachers participate in professional development	
By 1/16	Teacher survey completed	100% of teachers that attended PD complete feedback survey	

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: Explicit instructional strategies for diverse learners

School Lead: J. Florence

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

As we conducted our needs assessment, we discovered test score data indicated our ELL's and SWD are not making academic growth needed to meet grade level standards. We determined root causes to be 1.) lack of professional development 2.) monitoring, 3.) feedback on effective strategies to increase student engagement, 4.) we have not developed structures or dedicated time to allow ENL and SPED teachers and classroom teachers to collaborate.

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 2023-2024 school year we focused only on ELLs. This upcoming year, we will expand and include students with special needs.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/2-6/13	Create and administer a survey to assess how teachers' knowledge of accommodations for ELLs and SPED students in the general education classroom has grown.	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8 Teachers	Reflection feedback form	
4/9 & 5/14	Conduct data meetings with students to evaluate progress towards academic learning goals (i.e., Teacher/Student Data Conferences, Data and Donuts)	A. Malley K-2, J. Corasiniti 3-5, J.Florence 6, S. Whelan 7&8	Data booklets Admin	
6/16- 6/26	Review SCEP action steps and document Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning	Malley Corasaniti T. Sauro	Admin meeting	
6/26	Document and share best practices and success stories from the rollout, celebrating successes and acknowledge teachers' efforts.	M. D'Orsogna C. Rushmore S. Whalen	Staff meeting	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/1- 5/30	NWEA Assessment or other student data report	85% of students will meet or exceed their projected growth scores	
By 6/20	Yearlong walkthrough data analyzed	Increase in student engagement from Sept- May.	
By 5/28	One professional development session with participant feedback.	90% Of teachers participate in professional development sessions.	

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: Implementing an effective attendance team	School Lead: Stan Whalen
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the needs assessment conducted by the school, we determined that our root causes to be an inconsistent review of attendance data, accountability/follow up with students and parents, and creating plans to increase student attendance. According to the end of the year attendance data, Chronic absenteeism is still about 50%.

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

1. Selecting team members and clarifying their roles
2. Consistently reviewing attendance data with attendance and impact team
3. Implementing accountability through district protocols and weekly meetings

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment	P
Aug 26-30	Create Attendance Team & review district protocols for attendance	Stan	Admin, social workers, counselors, Staff	
By Sept 15	Review students who have historically been chronically absent and Conduct home visits based on chronically absent data	Stan, Attendance Team	Meeting, attendance team, Admin	
Sept 9-30	At our weekly attendance meetings, we will review data for attendance weekly for students who have been chronically absent in the past and ensure the team is reaching out to the families	Stan, Attendance Team	Weekly meeting, attendance team	
Sept 9- Oct 31	Pulling attendance reports daily and make sure teachers are reaching out to students who are absent that day.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, secretaries	
By Sept 25	Select Members of the impact team, review policies and procedures, and start making calls and home visits	Admin- Stan, Latrina	Admin, meeting time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept. 27	Home visits	90% of our chronically absent students will have a home visit	
Sept. 27	Teacher outreach Log	90% of staff will be reaching out to students who are absent	
End of Oct.	Students who were absent last year-report	Reduce Last year’s chronically absent students by 35% by comparing data	

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

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

Key Strategy 1: Implementing an effective attendance team	School Lead: Stan Whalen
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the needs assessment conducted by the school, we determined that our root causes to be an inconsistent review of attendance data, accountability/follow up with students and parents, and creating plans to increase student attendance. According to the end of the year attendance data, Chronic absenteeism is still about 50%.

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

We will refine the team by:

1. Selecting team members and clarifying their roles
2. Consistently reviewing attendance data with attendance and impact team
3. Implementing accountability through district protocols and weekly meetings

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Nov. 11	Review rosters and identify students with 20-plus absences and work with district to rectify/withdraw students from SchoolTool	Attendance Team, Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Central office, admin, attendance team	
Nov. 4-15	Quarterly update from the impact team with a meeting with the attendance team. Distribute lists to classroom teachers of students who have missed 4-8 days so teachers can reach out to families.	Attendance Team, Admin- Stan, family engagement staff	Attendance Team, Admin, family engagement staff	
By Nov. 15	Review quarterly data/Data booklets (data and donuts) of students who are chronically absent and refer to impact team for further interventions	Attendance Team	Admin, students, attendance team	
Nov. 4-Dec. 13	Schedule parent meetings to discuss attendance concerns and develop plans of improvement- This includes vaccinations and suspensions	Social Workers- Joy Yoffa, Gina	Parents, schedule times, grade level admin	
By Nov. 15th	Review communication protocols, post cards, Talking Points, Attendance Letters, to ensure we are communicating with Parents.	Social Workers- Joy Yoffa, Gina Russo, Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, teachers, admin, students	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov.1	Impact team roster/agenda	100% of chronically absent students will be referred to impact team	
Nov.15	Review protocols with agenda	100% of staff will participate in a review of attendance protocols	

Nov. 15	Rectify withdraw report	100% of students with 20 or more absences will be rectified	
Nov. 15	4-8 days report Log	85% of staff will reach out to families of students who are missing 4-8 days	
Nov. 29th	Parent meetings Log	85% of students who are chronically absent will have an improvement plan, including suspension and vaccinations.	

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: Implementing an effective attendance team	School Lead: Stan Whalen
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the needs assessment conducted by the school, we determined that our root causes to be an inconsistent review of attendance data, accountability/follow up with students and parents, and creating plans to increase student attendance. According to the end of the year attendance data, Chronic absenteeism is still about 50%.

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

1. Selecting team members and clarifying their roles
2. Consistently reviewing attendance data with attendance and impact team
3. Implementing accountability through district protocols and weekly meetings

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Jan. 10th	Review quarterly data/Meeting of students who are chronically absent. Continue with home visits, meetings with administrators and adjust student lists with the impact team	Attendance Team, Impact team	Attendance Team, Admin, family engagement staff	
By Jan. 10th	Create survey to grade-level teams about further support regarding attendance.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin meeting- review with ILT	
By Jan. 10th	Review suspension data that is impacting attendance, meet with students and parents to make a plan to improve attendance.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, students, parents	
Jan.6-Jan 17	Distribute lists to classroom teachers of students who have missed 10-12 days so teachers can reach out to families.	Attendance team, Classroom teachers	Teachers, attendance team, students, Families	
By Jan. 30	Continue to Schedule parent meetings to discuss attendance concerns and develop plans of improvement	Admin, Attendance Team	Attendance team, Admin	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan. 20	Survey	100% of teams will complete the attendance support survey	
Jan.30	Parent meetings logs	90%, or higher, of students who are struggling with attendance will have	
Jan. 24	8-12 days report	90% of staff will reach out to families of students who are missing 8-12 days	
End of Feb.	Students who were absent last year-report	Reduce Last year’s chronically absent students by 40% by comparing data from the previous (Year to date)	

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

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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: Implementing an effective attendance team	School Lead: Stan Whalen
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the needs assessment conducted by the school, we determined that our root causes to be an inconsistent review of attendance data, accountability/follow up with students and parents, and creating plans to increase student attendance. According to the end of the year attendance data, Chronic absenteeism is still about 50%.

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

We will refine the team by:

1. Selecting team members and clarifying their roles
2. Consistently reviewing attendance data with attendance and impact team
3. Implementing accountability through district protocols and weekly meetings

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By April 11	Review quarterly data/Meeting of students (data and donuts) who are chronically absent. Continue with home visits, meetings with administrators and adjust student lists with the impact team	Attendance Team, Impact team	Attendance Team, Admin, family engagement staff	
By April 11	Distribute lists to classroom teachers of students who have missed 12-15 days so teachers can reach out to families.	Attendance team, Classroom teachers	Admin meeting- review with ILT	
By April 11	Review suspension data that is impacting attendance, meet with students and parents to make a plan to improve attendance.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, students, parents	
By May 16	Create survey to grade-level teams about grow and glows with attendance protocols.	Attendance team	Teachers, attendance team, students, Families	
By June 13	Review list of chronically absent students and develop a plan for home visits over the summer	Attendance team, Social Workers- Joy Yoffa, Gina Russo	Attendance team, Admin	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 30	Parent meetings logs	95% of students who are struggling with attendance will have an	
May 1	12-15 days report	95% of staff will reach out to families of students who are missing 12-15	
June 1	Survey report	100% of grade level teams will complete the attendance survey	
June 20	Summer home visits	95% of students who are chronically absent will have a successful home	
End of May	Students who were absent last year-report	Reduce Last year’s chronically absent students by 45% by comparing data from the previous (Year to date)	

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

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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 2: Intentional welcoming school and classroom environment	School Lead: Stan Whalen/ Welcoming Team
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at the needs assessment data and the Panorama data, we identified root causes to be:

1. a lack of a sense of belonging and feeling welcome
2. a perception of negative energy of the school environment

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

We will refine this key strategy by:

1. selecting specific staff members to be a part of the welcoming team
2. defining specific roles on the team
3. creating a schedule of expectations around a sense of belonging.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment	P
Aug 26-30	Develop a plan for opening (whole) school PEP rally and establish procedures for decorations, hallways, bulletin boards, classrooms, etc.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 and support staff, Social Workers- Joy Yoffa, Gina Russo welcoming team	PLC, PD, Admin	
Aug 26-30	Create a monthly schedule/expectations for GL bulletin boards and hallway decorations-student work/projects	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 Grade level teams	PLC, PD, Grade level teachers	
By Sept 27	Create and implement school survey (students and parents) to collect data on the school/classroom environment	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin meeting	
By Sept 27	Design and implement Family engagement/Back to school night (serve food, welcoming message, and classroom visits) Identify ENL ambassadors to welcome families that arrive to Frazer	Admin-Malley Family engagement Team ENL Team	Family engagement team, Admin, staff, meeting time	
Sept 23-Oct 4	Conduct classroom/school walk-through to assess needs implementation of decorations, hallways, bulletin boards, classrooms, etc.	Admin, Family engagement team	Admin team	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept. 20	Schedule for expectations document	A completed monthly schedule for bulletin boards, hallways, and student	
Sept 27	Back to school night sign in sheet	30% of students and families will attend the back to school/welcoming	

Oct. 18th	Survey	80% of students will complete the school survey	
Oct. 18th	Walk-through tool	100% of bulletin boards and hallways will be decorated with student work and or welcoming messages	

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

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

Key Strategy 2: Intentional welcoming school and classroom environment	School Lead: Stan Whalen/ Welcoming Team
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at the needs assessment data and the Panorama data, we identified root causes to be:

1. a lack of a sense of belonging and feeling welcome
2. a perception of negative energy of the school environment

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

We will refine this key strategy by:

1. selecting specific staff members to be a part of the welcoming team
2. defining specific roles on the team
3. creating a schedule of expectations around a sense of belonging.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Nov. 8	Review and evaluate monthly schedule/expectations for Grade level bulletin boards and hallway decorations-student work/projects	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 Welcoming team	PD time, Grade level teams, Admin	
Nov 4-Nov. 15	Review and evaluate the plan for the main entrance to ensure it is decorated based on the plan from August	Admin and welcoming team	Welcoming team meeting	
Nov. 18-Dec 13	Conduct Quarterly classroom walk throughs and give feedback to teachers about their welcoming classroom environments	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, teachers, Grade level teams	
Nov. 8	Meet with grade-level teams to plan/support parent-teacher conferences	Attendance team	Family engagement team, attendance team, grade level teams, PLC meeting	
By Nov. 29	Coordinate with Climate team to support academic incentive plan for students and parents	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 Attendance team	Family engagement team, attendance team, grade level teams, PLC meeting	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov. 8	Parent/teacher conferences Log	30% or more participation with each grade-level team	
Nov. 15	Review expectations sign in sheet	100% of grade-level teams will have a review of decoration expectations	
By Dec. 13	Walk-through tool	All classrooms will receive feedback about their classroom and or grade-level hallway	

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

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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 2: Intentional welcoming school and classroom environment	School Lead: Stan/ Welcoming Team
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at the needs assessment data and the Panorama data, we identified root causes to be:

1. a lack of a sense of belonging and feeling welcome
2. a perception of negative energy of the school environment

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

We will refine this key strategy by:

1. selecting specific staff members to be a part of the welcoming team
2. defining specific roles on the team
3. creating a schedule of expectations around a sense of belonging.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Jan 31	Coordinate with Climate team to support academic incentive plan for students and parents	Malley k-2 Corasaniti-3-5 Florence-6	Family engagement team, attendance team, grade level teams, PLC meeting	
By Jan. 10	Review and evaluate the plan for the main entrance to ensure it is decorated based on the plan from August	Malley k-2 Corasaniti-3-5 Florence-6	Welcoming team meeting	
By Feb. 3	Conduct Quarterly classroom walk throughs and give feedback to teachers about their welcoming classroom environments	Malley k-2 Corasaniti-3-5 Florence-6	Admin, teachers, Grade level teams	
By Jan. 30	Provide PLC time for grade-level meetings about classroom decorations, student work, bulletin boards, Mid-year reflection, plan for the rest of the year, etc.	Grade-level teams, Malley k-2	Family engagement team, attendance team, grade level teams, PLC meeting	
By Feb. 14th	Implement a student/parent survey about school and classroom environment- review data-share with grade-level teams	Grade Level admin Malley k-2	Family engagement team, attendance team, grade level teams, PLC meeting	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan. 10	Review expectations sign in	100% of grade-level teams will have a review of decoration expectations	
Week of Feb. 14	Parent survey	85% or greater participation of the student survey	
Week of Feb. 3	Walk-through Tool	All classrooms will receive feedback about their classroom and or grade-	

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: Intentional welcoming school and classroom environment	School Lead: Stan/ Welcoming Team
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Looking at the needs assessment data and the Panorama data, we identified root causes to be:

1. a lack of a sense of belonging and feeling welcome
2. a perception of negative energy of the school environment

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

We will refine this key strategy by:

1. selecting specific staff members to be a part of the welcoming team
2. defining specific roles on the team
3. creating a schedule of expectations around a sense of belonging.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By April 30th	Coordinate with Climate team to support academic incentive plan for students and parents	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 ,Climate team- Corasaniti	Family engagement team, attendance team, grade level teams, PLC meeting	
By April 11th	Review and evaluate the plan for the main entrance to ensure it is decorated based on the plan from August	Admin-Stan, welcome team	Welcoming team meeting	
By May 5th	Conduct Quarterly classroom walk throughs and give feedback to teachers about their welcoming classroom environment	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, teachers, Grade level teams	
By May 16th	Implement a student/parent survey about school and classroom environment- review data-share with grade-level teams	Admin	Family engagement team, attendance team, grade level teams, PLC meeting	
By June 20th	Provide PLC time for grade-level meetings to fill out survey about classroom decorations, student work, bulletin boards, end of-year reflection, plan for next year year,	Grade level teams	Family engagement team, attendance team, grade level teams, PLC meeting	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 4th	Review expectations sign in	100% of grade-level teams will have a review of decoration expectations	
End of May	Parent survey	30% of greater participation of the parent survey	
Week of May 5th	Walk-through Tool	All classrooms will receive feedback about their classroom and or grade-level hallway	
June 20th	Grade-level survey	All teams will reflect on the plan for the year and provide feedback.	

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

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

Key Strategy 1: Social Emotional Learning	School Lead: Social Worker Ms. Yoffa-6-8, Ms. Russo-k-5
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on our needs assessment and the Panorama survey, one of our root causes is that our students feel that their Social/Emotional learning is not being supported. Social Emotional Learning is a crucial to the overall success of all of our students. We need to continue to address effective problem solving with trusted adults as well as building relationships with all of our students.

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

Last year, we implemented our Second Step Program in our homerooms and our morning meeting time. This year, we will expand on our SEL programs by:

1. ensuring that all staff have the necessary training
2. utilizing our CREW/HR time daily to provide time for relationship building
3. revisiting and reviewing expectations with grade-level team to ensure program fidelity

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Aug. 30th	SEL Curriculum Maps and SEL Curriculum workbooks are completed and distributed to grade level teams K-8 (Limited written resources are available for K-3)	SEL Content Liaisons- Ms. Whelan	PD time, SEL Content Liaisons, grade level teams	
By Aug. 30th	Provide SEL Curriculum training for new hires and refresher for staff based on lesson progression data	District PD and or Content Liaisons- Ms. Whelan	PD time, SEL Content Liaisons, grade level teams, Dean of	
By Sept. 30th	Review building-wide procedures and implement Code of Conduct lessons with students during SEL block (this is part of the curriculum map.)	Grade level teams	Teachers, admin, SEL Content Liaisons, Dean of students	
By Sept. 30th	Set routines and procedures for SEL curriculum lessons and community building circles along with monthly Safety Lesson and Second Step Curriculum implementation with students	Grade level teams and Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Teachers, admin, SEL Content Liaisons, Dean of students	
By Oct 15th	Teams identify T2 and T3 students who need additional supports with support staff	SEL Liaisons-Ms. Whelan grade level teams, Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, support staff, Dean Alexander	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By Oct. 15th	Administer Panorama survey to students, staff, and parent	Grade level staff Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Teachers, admin, SEL Content Liaisons	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of Aug 26	SEL maps and workbooks Check out sheet	All maps and workbooks will be distributed to all teams and grade-	
Week of Aug 26	PD sign in	100% of new hires will receive training and 100% of staff who need the	
Week of Sept.9-	Procedures and expectations Walk-through	100% of classrooms will set expectations while conducting	
Week of Sept. 30th	Code of conduct lessons sign off sheet	100% of classrooms will complete the code of conduct lessons with students and complete accountability form	
By Oct. 15th	T2 and T3 students Agenda	All students in T2 and T3 will have a support plan for success in the building	
End of Oct.	Panorama Survey results	20% or greater parent participation 80% student and staff participation	

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

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

Key Strategy 1: Social Emotional Learning	School Lead: Social Worker Ms. Yoffa-6-8, Ms. Russo-k-5
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on our needs assessment and the Panorama survey, some of our students feel that their Social/Emotional learning is not being supported. Social Emotional Learning is a crucial to the overall success of all of our students. We need to continue to address effective problem solving with trusted adults as well as building relationships with all of our students.

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

Last year, we implemented our Second Step Program in our homerooms and our morning meeting time. This year, we will expand on our SEL programs by:

1. ensuring that all staff have the necessary training
2. utilizing our CREW/HR time daily to provide time for relationship building
3. revisiting and reviewing expectations with grade-level team to ensure program fidelity

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget,	P
By Nov. 18th	Quarterly meeting with grade level admin to check in with teams- what supports do you need around SEL?, fidelity check of SEL curriculum, etc.	Grade-level teams and Malley k-2	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
Nov. 11-25th	Develop and administer walk-through tool to ensure that SEL curriculum is being taught	Admin	Admin team meeting	
By Nov. 22nd	Admin review reports on implementation of the SEL curriculum and setup meetings with individual teachers	Malley k-2 Corasaniti-3-5 Florence-6	Admin team meeting	
By Nov. 22nd	Review Panorama survey results and all behavior data to discuss restorative practices- both strengths and areas of improvement	SEL Liaisons and grade level teams,	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By Nov. 29th	Teams identify T2 and T3 students who need additional supports with support staff	SEL Liaisons- Ms. Whelan grade level	PLC time, SEL Content Liaisons, grade level teams, Dean of students	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of Nov. 11th	T2 and T3 students Agenda	Students with a support plan will reduce their referrals by 20%	
Week of Nov.18	Grade level meeting agenda	All grade levels will communicate needs and supports to support staff	
Week of Nov.	Walk-through Tool	80% or higher implementation of SEL program.	

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

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

Key Strategy 1: Social Emotional Learning	School Lead: Social Worker Ms. Yoffa-6-8, Ms. Russo-k-5
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

Based on our needs assessment and the Panorama survey, some of our students feel that their Social/Emotional learning is not being supported. Social Emotional Learning is a crucial to the overall success of all of our students. We need to continue to address effective problem solving with trusted adults as well as building relationships with all of our students.

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

Last year, we implemented our Second Step Program in our homerooms and our morning meeting time. This year, we will expand on our SEL programs by:

1. ensuring that all staff have the necessary training
2. utilizing our CREW/HR time daily to provide time for relationship building
3. revisiting and reviewing expectations with grade-level team to ensure program fidelity

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Jan 24th	Quarterly meeting with grade level admin to check in with teams- what supports do you need around SEL?, fidelity check of SEL curriculum, etc.	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By Jan 31st	Review walk-through data from Fall and Administer walk-through tool to provide feedback to staff	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, team meeting	
By Feb 14th	Administer the winter Panorama survey to students, staff and parents	Admin, teachers, students	Teachers	
By March 28th	Review Panorama survey results and all behavior data to discuss restorative practices- both strengths and areas of improvement	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By Feb. 14th	Teams Review T2 and T3 students and identify new students who need additional supports with support staff	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of	Grade level meetings agenda	All grade levels will communicate needs and supports to support staff	
Week of Jan.20th	Walk-through tool	85% or higher implementation of SEL curriculum. Also, staff improvement from last walk-through cycle.	
Week of Feb 3	Panorama Survey	30% or greater parent participation 85% student and staff participation	

Week of Feb 10th	T2 and T3 student agendas	Students with a support plan will reduce their referrals by 25%	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan			

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

Key Strategy 1: Social Emotional Learning	School Lead: Social Worker Ms. Yoffa-6-8, Ms. Russo-k-5
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on our needs assessment and the Panorama survey, some of our students feel that their Social/Emotional learning is not being supported. Social Emotional Learning is a crucial to the overall success of all of our students. We need to continue to address effective problem solving with trusted adults as well as building relationships with all of our students.

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

Last year, we implemented our Second Step Program in our homerooms and our morning meeting time. This year, we will expand on our SEL programs by:

1. ensuring that all staff have the necessary training
2. utilizing our CREW/HR time daily to provide time for relationship building
3. revisiting and reviewing expectations with grade-level team to ensure program fidelity

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment	P
By April 11th	Quarterly meeting with grade level admin to check in with teams- what supports do you need around SEL?, fidelity check of SEL curriculum, etc.	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By April 25th	Review walk-through data from Fall and Administer walk-through tool to provide feedback to staff	Admin	Admin	
April 14- May 16	Administer the Spring Panorama survey to students, staff and parents	Admin, teachers, students	Teachers	
End of May	Review Panorama survey results and all behavior data to discuss restorative practices- both strengths and areas of improvement	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	
By May 9th	Teams identify T3 students who need additional supports with support staff	Grade level teams Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	PLC time, SEL Content Liaisons, grade level teams, Dean of students	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of April 7	Grade level meeting agenda	All grade levels will communicate needs and supports to support staff	
Week of April 14	Walk-through Tool	90% or higher implementation of SEL curriculum. All classrooms will receive feedback from the SEL walk-through tool based on implementation	
End of May	Panorama Survey	35% or greater parent participation 90% student and staff participation	

Week of May 1	T3 students Agenda	Students with a support plan will reduce their referrals by 35%	
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: Staff to student check-ins	School Lead: Grade Level admin/ dean of students- Dean Alexander
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on our needs assessment and the Panorama survey, one of the main root causes is that our students “Do Not” feel heard and or welcomed by adults. Some indicated that they feel rushed in mediations and that problems are not completely solved.

On a positive note, some of our students do feel that there are many trusted adults at Frazer. Checking-in is a crucial strategy to build strong committed relationships with our students. Ensuring that we have a system of check-ins will promote relationship building and a sense of belonging.

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

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. reviewing and implementing expectation around our “check in” system
2. ensure that students have a specific plan with input from parents and support staff
3. revisiting and reviewing expectations with grade-level teams and support staff to ensure program fidelity

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug 26-30	Review Grade level behavior data and meet with grade-level teams to identify students who need check-in supports	Grade level teams and Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8 ,Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time, PD	
Aug 26-30	Connect with parents of the students that were identified to ensure we have parent voice with the check-ins	Grade level teams	Grade level teams and Grade level admin, dean, support staff, Social	
Aug 26-30	Develop systems and procedures for student check-ins with all staff members- this includes incentives for students	Grade level teams and Malley k-2 Corasaniti-3-5	Grade level teams and Grade level admin, dean, support staff, Social	
By Sept. 13	Develop a weekly system of shout-outs on the morning announcement from staff members and students	Admin, support staff, Dean Alexander	Admin, teachers, dean, support staff	
By Sept. 27th	Coordinate with DEB team and attendance team to hold assemblies with K-5 and 6-8 around a sense of belonging	Admin-Stan, DEB team, Dean Alexander	PLC time, DEB team, grade level teams	

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

Key Strategy 2: Staff to student check-ins	School Lead: GL admin/ dean of students- Dean Alexander
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

Based on our needs assessment and the Panorama survey, one of the main root causes is that our students “Do Not” feel heard and or welcomed by adults. Some indicated that they feel rushed in mediations and that problems are not completely solved.

On a positive note, some of our students do feel that there are many trusted adults at Frazer. Checking-in is a crucial strategy to build strong committed relationships with our students. Ensuring that we have a system of check-ins will promote relationship building and a sense of belonging.

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

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. reviewing and implementing expectation around our “check in” system
2. ensure that students have a specific plan with input from parents and support staff
3. revisiting and reviewing expectations with grade-level teams and support staff to ensure program fidelity

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Nov. 8th	Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
By Nov. 22nd	Hold parent meetings with students needing additional support to select other strategies of staff check-ins.	Ms. Yoffa, Ms. Russo, Dean	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Nov-Dec	Continue to implement a weekly system of shout-outs on the morning announcement from staff members and students	Admin, grade level staff	Admin, staff, students	
By Nov. 29th	Coordinate with DEB team and attendance team to hold small groups discussions (sense of belonging, bullying, etc) based on grade level needs	DEB Team- Stan and Ms. Craft, Grade level teams	DEB Team, Grade level teams, scheduling time, Master schedule	
By Dec. 13	Create and Administer survey to staff around check-ins to see if more supports are needed	Admin	Admin, staff, PLC time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually
Week of Nov.1	Monthly meetings agenda	All students who have a plan: Review plan - Reduced referrals by 20%	
Week of Nov. 15	Parent meetings (Workshop sign in)	Parent voice in the process of developing a system of support	
Week of Nov.1	Announcements	Weekly announcements will have procedures of shout outs for staff and students	
Week of Nov. 18th	Small group DEB discussions- agenda	All classrooms, who need small group discussions around bullying, belonging, acceptance, will have supports with circles and morning meetings.	
Week of Dec 1	Survey	All staff will fill out survey about “student check-ins” to give feedback around the process. We are looking for 50% or greater positive feedback about the process.	

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: Staff to student check-ins	School Lead: GL admin/ dean of students- Dean Alexander
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on our needs assessment and the Panorama survey, one of the main root causes is that our students “Do Not” feel heard and or welcomed by adults. Some indicated that they feel rushed in mediations and that problems are not completely solved.
 On a positive note, some of our students do feel that there are many trusted adults at Frazer. Checking-in is a crucial strategy to build strong committed relationships with our students. Ensuring that we have a system of check-ins will promote relationship building and a sense of belonging.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. reviewing and implementing expectation around our “check in” system
2. ensure that students have a specific plan with input from parents and support staff
3. revisiting and reviewing expectations with grade-level teams and support staff to ensure program fidelity

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By Jan. 10th	Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
By Jan. 17	Hold parent meetings with students needing additional support to select other strategies of staff check-ins.	Ms. Yoffa, Ms. Russo, Dean	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC	
Month of Jan.	Continue to implement a weekly system of shout-outs on the morning announcement from staff members and students	Admin, grade level staff	Admin, staff	
By Feb 14th	Coordinate with DEB team and attendance team to hold small groups discussions (sense of belonging, bullying, etc) based on grade	DEB Team, Grade level teams	DEB Team, Grade level teams, PLC, schedule	
By Feb. 14th	Review data from winter survey and meet with support staff to identify needs and provide supports	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, support staff	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	

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

Key Strategy 2: Staff to student check-ins	School Lead: GL admin/ dean of students- Dean Alexander
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on our needs assessment and the Panorama survey, one of the main root causes is that our students “Do Not” feel heard and or welcomed by adults. Some indicated that they feel rushed in mediations and that problems are not completely solved.

On a positive note, some of our students do feel that there are many trusted adults at Frazer. Checking-in is a crucial strategy to build strong committed relationships with our students. Ensuring that we have a system of check-ins will promote relationship building and a sense of belonging.

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

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. reviewing and implementing expectation around our “check in” system
2. ensure that students have a specific plan with input from parents and support staff
3. revisiting and reviewing expectations with grade-level teams and support staff to ensure program fidelity

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By April 11th	Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	Malley k-2Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
By April 11th	Hold parent meetings with students needing additional support to select other strategies of staff check-ins.	Ms. Yoffa, Ms. Russo, Dean	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
April-June	Continue to implement a weekly system of shout-outs on the morning announcement from staff members and students	Admin, grade level staff	Admin, staff	
By May 16th	Coordinate with DEB team and attendance team to hold small groups discussions (sense of belonging, bullying, etc.) based on grade level needs	DEB Team, Grade level teams	DEB team, Grade level staff and admin, social workers, dean of students	
By June 20th	Identify student needs based on behavior and check-in data to hold parent meetings and or home visits to ensure that we are planning for the following year	Grade level teams, Admin	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of April 1	Monthly meetings	All students who have a plan: Review plan	
Week of April 1	Parent meetings	Parent voice in the process of developing a system of support	
Month of April	Announcements	Weekly announcements will have procedures of shout outs for staff and students	
By May 16th	Small group DEB discussions	All classrooms, who need small group discussions around bullying, belonging, acceptance, will have supports with circles and morning meetings.	
June 20th	Support meetings	All students who need additional support will have successful parent meetings/home visits	

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

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	90% Strongly agree or agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% Strongly agree or agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	80% Strongly agree or Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	80% Strongly agree or Agree	
5	It was evident that our school focused on numeracy and literacy.	90% Strongly agree or agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	80% 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.	80% Strongly agree or Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	90% Strongly agree or agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	90% Strongly agree or agree	

	Student Survey Questions (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)	46% Favorable	75% Favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	28% Favorable	50% Favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	58% Favorable	75% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	20% Favorable	50% or more Favorable	
5	How often do students get into physical fights at your school? (SS2)	18% Favorable	50% or more Favorable	
6	How often do you worry about violence at your school? (SS4)	41% Favorable	75% or more Favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	41% Favorable	75% or more Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	52% Favorable	75% or more Favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	59% Favorable	75% Favorable	
10	How respectful is your teacher towards you? (TSR4)	69% Favorable	80% Favorable	

	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)	81% Favorable	85% 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)	74% Favorable	80% 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)	77% Favorable	80% 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)	74% Favorable	80% 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)	74% Favorable	80% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	58% Favorable	75% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	50% Favorable	75% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	60% Favorable	75% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	47% Favorable	75% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	69% Favorable	75% Favorable	

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.

One example of how the student interviews informed the teams plan were student responses demonstrated a lack of student focus within the classroom. When asked “**What signals do you look for to let you know that you are on the right track or off-track in school?**” Students made comments like “I’m not sure how I’m doing in class.” In middle school students stated “When considering instruction, students mainly look for the teacher or SchoolTool to tell them they are doing a good job” This informed our decision to choose Tier 1 instructional strategies as a Key strategy in our SCEP plan to build on teacher strategies within the classroom. Another example of how student interviews informed the teams plan was the question “Do you think you get enough time to talk about what you’re learning in class? Students in MS responded by saying they felt like they mostly had enough time to talk in class but felt time constraints could be due to student behavior, ES students felt like they did a lot of turn and talks but they only lasted 3 seconds and felt like only a few students could share out. This informed our decision to expand on accountable talk within the classrooms to allow for more student discourse to improve students learning experience.

The detailed summary of our questions can be found here: [K-8 Student Interviews 2024 \(1\).docx](#)

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Latrina Brumfield	Principal	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Jessica Corasaniti	Vice Principal	5/1	5/8	5/15		6/10, 6/11, 6/12, 6/13	6/9, 6/15	6/5, 6/9, 6/15
Stanley Whalen	Vice Principal	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Jontea Florence	Vice Principal	5/1	5/8	5/15		6/10, 6/11, 6/12, 6/13	6/9, 6/15	6/5, 6/9, 6/15
Ashley Malley	Admin intern	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Teresa Sauro	Instructional coach	5/1	5/8	5/15		6/10, 6/11, 6/12, 6/13	6/9, 6/15	6/5, 6/9, 6/15
Diana Ebner	AIS Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Alicia Mahaney	AIS Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Joseph Sessler	ELA Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Jill Monteleone	AIS Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Shanette Logan	Special Education Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Crysten Rushmore	Special Education Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Curtis Patterson	Elementary Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Sarah Lambert	AR Teacher	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Amy Vargason	Middle School Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Stephanie Touron	Elementary teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Matthew Andino	Special Education Teacher	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15

Thomas Nimineh	Social Worker Assistant	5/1	5/8	5/15			6/9, 6/15	
Joy Yoffa	Social Worker	5/1	5/8	5/15			6/9, 6/15	6/5,
Regina Russo	Social Worker	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Sarah Craft	Middle School Teacher	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Olivia Emond	Elementary Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Meghan D'Orsogna	ENL Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Nicole Schwartz	ENL Teacher/parent	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Lisa Saka	AIS Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Leighann Adams	TA	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Rachel Sheer	Middle school Teacher	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Jahnae Holmes	Elementary Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Sarah Whelan	Special Education Teacher	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Aaron Goodell	Middle School Teacher	5/1	5/8	5/15			6/9, 6/15	6/5, 6/9, 6/15
Joseph Damarville Alexander	Dean	5/1	5/8	5/15	6/9, 6/15		6/9, 6/15	6/5, 6/9, 6/15
Evilina King	TA/Parent	5/1						
Carlos Duvol	Parent		6/20					6/20
Rakea Davis	Parent		6/21					6/21