2024-25 School Comprehensive Education Plan (SCEP)

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Grant	Doug Kasouf	6-8	CSI

✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.

✓ **Assistant Superintendent has reviewed this plan.**

✓ **District has approved this plan and will partner with the school to ensure its execution.**

✓ **Evidence-Based Intervention identified:** Professional Learning Communities

✓ **Civic Empowerment Project identified: Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM		
	Name	*Title / Role*
1	Doug Kasouf	Principal
2	David Guertin	Vice Principal
3	Hayley Downs	Vice Principal
4	Jasmine Harrell	Administrative Intern
5	Christopher Newkirk	Dean of Students
6	Brittany Ray	Instructional Coach
7	Jazmine Addison	Teacher
8	Courtney Biehls	Social Worker
9	Holly Blair	Teacher
10	Justin Canfield	Teacher
11	Sean MacMaster	Teacher
12	Rachel Prentice	Teacher
13	Esperance Seruhungu	Teacher
14	Portia Rinaldi	Parent
15	Michelle Jones	Parent

2024-25 SCEP Guidance & Next Steps

Table of Contents – Bookmark Links

OVERVIEW PAGE

	Year-End Goals	
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

Goals will be developed after all 2023-24 data are available

	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 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	**Formative Assessment Practices**	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	**School-wide Classroom Daily Attendance Taking Protocol**	E
		2	**Promoting Student Voice & Student Leadership**	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	**Multi-Tiered System of Supports (MTSS)**	E
		2	**Implementing and Effective Student Intervention Team (SIT)**	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: Holly Blair

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. Accountable Talk has a positive impact on school cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2023-24, our implementation of Accountable Talk included an introductory PD and three follow up PD sessions on high leverage instructional strategies that align with accountable talk structures. In 2024-25, We are expanding our accountable talk initiative by 1) forming an accountable talk PLC to set building goals surrounding accountable talk, establish a vision and classroom expectations and norms, 2)collecting baseline data using the district created "continuum of talk" walkthrough tool, 3) offering professional development and ongoing coaching based on the Institute for Learning's protocol of accountable talk and 4) working as content PLCs to refine lesson plans to include accountable talk strategies.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P.**
By 8/1	Create common time during the school day for teachers to meet as PLCs to reflect on lessons and adapt lessons to include accountable talk structures.	David Guertin, Brittany Ray	• Content Teachers • Time to Meet	
By 9/6	Form a 3-adult and 3-student team to lead this initiative and monitor implementation. The team will: • Set a vision for accountable talk implementation • Set 2-3 goals for implementation • Establish classroom expectations and norms to be followed building wide • Create a survey to gather baseline data • Adjust "continuum of talk" walkthrough tool as necessary	Holly Blair, accountable talk PLC	• Holly Blair • Accountable Talk PLC (TBD) • Time to meet during PLC periods • Survey • "continuum of talk" walkthrough tool	
By 9/27	Collect Baseline data by: • Surveying staff and students about previous knowledge of accountable talk • Conduct initial walkthroughs using the "continuum of talk" walkthrough tool	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Accountable Talk PLC (TBD) • Instructional Coach • Survey • "continuum of talk" walkthrough tool • Time for walkthroughs • Class time for surveys	

By 10/4	Based on baseline data, accountable talk PLC will identify 2-3 focus areas for accountable talk implementation for MP1 and MP2	Accountable Talk PLC, Brittany Ray	• Accountable talk PLC, Instructional Coach, Solution Tree Coach • Time to meet	
By 10/11	All staff will participate in an initial professional development session: • Organize a comprehensive workshop on the principles and techniques of accountable talk. • Provide teachers with initial resources, such as talk moves, frameworks, and example dialogues.	All staff	• All staff • Solution Tree Coach • IFL resources	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 9/6	In staff folder and classrooms: Accountable Talk vision, 24-25 goals, and classroom expectations	100% of staff have common accountable talk anchor charts posted in their classrooms.	
By 9/27	Accountable Talk survey and "continuum of talk" walkthrough tool	80% of staff and students have completed the survey and 80% of classrooms have participated in a continuum of talk walkthrough	
By 10/11	Professional Development attendance sheet	80% of staff have completed an initial professional development session on accountable talk.	
By 10/1	NWEA Reading and Math	Baseline: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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: Holly Blair

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.
In 2023-24, our implementation of Accountable Talk included an introductory PD and three follow up PD sessions on high leverage instructional strategies that align with accountable talk structures. In 2024-25, We are expanding our accountable talk initiative by 1) forming an accountable talk PLC to set building goals surrounding accountable talk, establish a vision and classroom expectations and norms, 2)collecting baseline data using the district created "continuum of talk" walkthrough tool, 3) offering professional development and ongoing coaching based on the Institute for Learning's protocol of accountable talk and 4) working as content PLCs to refine lesson plans to include accountable talk strategies.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 11/1 and ongoing	Schedule regular follow-up sessions to address questions, provide additional strategies, and offer support.	Brittany Ray	• Instructional Coach • Time to plan PD	
By 11/8 and ongoing	As content PLCs, work collaboratively to: • Integrate accountable talk strategies into lesson plans across subjects. • Develop activities and questions that encourage critical thinking and meaningful dialogue. • Provide scaffolding tools such as sentence starters and graphic organizers to support student participation. • Offer additional support for students who may struggle with verbal expression.	Brittany Ray, Holly Blair	• Instructional Coach • Time to meet as a content PLC	
By 11/29 and ongoing	Provide in-class coaching where experienced educators model accountable talk techniques. Offer opportunities for teachers to observe and practice these techniques.	Brittany Ray	• Instructional Coach • Time to offer coaching and learning walks • model teacher classrooms	
By 12/20	Conduct regular walkthroughs to monitor the use of accountable talk. Use an IFL rubric to provide structured feedback on the quality of discussions.	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Admin • Instructional Coach • Time to conduct walkthroughs • Accountable Talk rubric	
By 12/20	Hold reflection sessions for teachers to discuss successes, challenges, and share best practices. Adjust strategies based on feedback and observations.	Brittany Ray, Holly Blair	• Instructional Coach, Accountable Talk PLC, Content PLCs • Time to meet as a PLC	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/20	Professional development attendance sheet	60% of staff participate in a follow up session or request a coaching cycle or participate (host or visit) in a learning walk	
By 12/20	PLC Agendas	80% of content PLCs work on accountable talk lesson planning at least once per week	
By 12/20	Walkthrough data	50% of classrooms are implementing accountable talk strategies	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

Key Strategy 1: Accountable Talk	School Lead: Holly Blair

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.
In 2023-24, our implementation of Accountable Talk included an introductory PD and three follow up PD sessions on high leverage instructional strategies that align with accountable talk structures. In 2024-25, We are expanding our accountable talk initiative by 1) forming an accountable talk PLC to set building goals surrounding accountable talk, establish a vision and classroom expectations and norms, 2)collecting baseline data using the district created "continuum of talk" walkthrough tool, 3) offering professional development and ongoing coaching based on the Institute for Learning's protocol of accountable talk and 4) working as content PLCs to refine lesson plans to include accountable talk strategies.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 1/24	Conduct student self-assessments: • Encourage students to reflect on their participation in discussions. • Use self-assessment tools to help students identify their strengths and areas for improvement.	Holly Blair, content teachers	• Holly Blair, Content Teachers, students • Self-assessment tool	
By 1/24	Host a family workshop: • Organize workshops to educate parents/guardians about accountable talk. • Provide resources and strategies for parents to support their children's learning at home.	Holly Blair, Brittany Ray	• Holly Blair, Accountable Talk PLC, instructional coach, parents/families • Time to meet in the evening • Budget: Money for refreshments, prizes, decorations	
By 1/31 and by 3/31	Increase community involvement by hosting guest speakers: • Involve community members in classroom discussions where appropriate. Host one guest speaker in January. Host one guest speaker in March. • Use real-world issues and guest speakers to make discussions more engaging and relevant. Students will use accountable talk to engage with the speaker.	Holly Blair	• Holly Blair • Time to host guest speakers • Auditorium	
By 2/14	Conduct a mid-year data collection utilizing the "continuum of talk" walkthrough tool. Share growth percentage individually with staff.	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Admin, Instructional Coach • "Continuum of talk" walkthrough tool	
By 3/7	Based on mid-year data, accountable talk PLC will identify 1-2 additional areas for accountable talk implementation for MP3 and MP4, or expand focus areas from MP1 and MP2.	Accountable Talk PLC members (TBD)	• Accountable Talk PLC • Time to meet	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 1/24	Student self-assessment tool	80% of students are utilizing the self-assessment tool to evaluate their use of accountable talk	
By 1/24	Workshop attendance sheet	Host at least 15 families at an accountable talk family workshop	
By 1/31	Photos	Host one guest speaker	
By 3/31	Photos	Host one guest speaker	
By 3/7	Continuum of talk walkthrough tool	60% of classrooms are utilizing accountable talk strategies	
By 3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 1: Accountable Talk	School Lead: Holly Blair

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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2023-24, our implementation of Accountable Talk included an introductory PD and three follow up PD sessions on high leverage instructional strategies that align with accountable talk structures. In 2024-25, We are expanding our accountable talk initiative by 1) forming an accountable talk PLC to set building goals surrounding accountable talk, establish a vision and classroom expectations and norms, 2)collecting baseline data using the district created "continuum of talk" walkthrough tool, 3) offering professional development and ongoing coaching based on the Institute for Learning's protocol of accountable talk and 4) working as content PLCs to refine lesson plans to include accountable talk strategies.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1- 6/24	Schedule regular follow-up professional development sessions to address questions, provide additional strategies, and offer support.	Brittany Ray	• Instructional Coach • Time to plan and host PD	
4/1-6/24	Provide in-class coaching where experienced educators model accountable talk techniques. Offer opportunities for teachers to observe and practice these techniques.	Brittany Ray	• Instructional Coach • Time for learning walks • Host teachers	
4/1-6/24	Conduct regular walkthroughs to monitor the use of accountable talk. Use an IFL rubric to provide structured feedback on the quality of discussions.	Guertin, Downs, Harrell, Ray	• Admin, Instructional Coach	
By 4/18	Incorporate digital tools such as discussion boards, collaborative documents, and video conferencing to enhance discussions. Provide training on how to use these tools effectively.	Brittany Ray, Holly Blair	• Holly Blair, Instructional Coach • Digital tools • Time for training	
By 6/24	Accountable Talk PLC will conduct a comprehensive review of the implementation process. Celebrate achievements and identify areas for continued growth. Set goals and plan for the next academic year to build on the progress made.	Accountable Talk PLC members (TBD)	• Accountable Talk PLC • Time to meet	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1	PD attendance sheets	100% of staff will have completed an additional session on accountable talk	
By 6/24	Walkthrough data	70% of classrooms implement accountable talk strategies	
By 6/24	Walkthrough data	30% of classrooms have added digital tools to their accountable talk strategies.	
By 6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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

Key Strategy 2: Tier II Intervention Practices	School Lead: Rachel Prentice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our needs assessment (NWEA & NYS results), we concluded 54% of our students are lacking proficiency in literacy and numeracy. We have identified 4 possible root causes, 1) we ineffectively collect, manage, and analyze data to identify students who need Tier 2 interventions, 2) we lack a consistent data collection and progress monitoring tool, 3) targeted interventions are not created and monitored, and 4) teachers and staff do not have adequate training in identifying students who need Tier 2 interventions or in delivering these interventions effectively.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to identify and support students in need of Tier 2 interventions last year, data confirms our approach must be revised. Therefore, in 24-25, we will 1) Adopt standard data collection and progress monitor tools, 2) screen students early for tier 2 support following the district's intervention notebook protocol, and 3) provide training to Math and ELA teachers on research-backed intervention practices.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 9/6	Establish a literacy and numeracy intervention PLC. Rachel Prentice will serve as the lead. • Establish a clear vision and goals for the intervention program. • Define roles and responsibilities. • Create a regular schedule for planning and monitoring. • Identify the assessment tool to evaluate literacy (Dibels, TOSWRF) and numeracy (Georgia Numeracy Project)	Rachel Prentice, Brittany Ray	• Rachel Prentice, Instructional Coach, L & N Intervention PLC (TBD) • Time to meet	
By 9/20	Dibels (ORF and MAZE) all students 6-8 to assess literacy fluency. Screen all 6-8 students using the Georgia Numeracy Project's 2 part-screener: • Part 1: Interview-based Numeracy Assessment (GloSS or Diagnostic Interview) • Part 2: Numeracy Assessment (IKAN or Written Assessment)	Brittany Ray	• Instructional Coach • Time to assess • Dibels books • Numeracy screeners	
By 9/27	With the literacy and numeracy intervention PLC, identify students lacking fluency in literacy using Dibels data. Continue assessing targeted students using the student intervention notebook. Identify students lacking fluency in numeracy. Continue assessing targeted students using Part 3: Numeracy Intervention Instrument	Literacy and Numeracy Intervention PLC members (TBD)	• Literacy and Numeracy Intervention PLC, Instructional Coach • Time to meet • Dibels data • Screener data	

| 9/6-9/20 | Provide training to tier II intervention teachers:
• Math tutorial teachers on the Georgia Numeracy Project (GNP).
• ELA tutorial teachers on Lexia PowerUp and (TBD). Improve data collection and analysis systems for better tracking of student progress.
• Train teachers on using data effectively to inform instruction and interventions.
• Implement a digital platform for easier data management and access. | Brittany Ray, Rachel Prentice | • Instructional Coach, Rachel Prentice, ELA content liaison
• Time for training | |
| By 9/20 | Share data with content PLCs. Target instruction for small groups during ELA tutorials and Math tutorials. Identify the research-backed tool to meet each student's needs (GNP, MAP accelerator, Zearn, Delta Math, Lexia, TBD). | Brittany Ray | • Instructional Coach, Content PLCs
• Dibels data/GNP screener data | |

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/6	Literacy and Numeracy Intervention PLC Agenda	Established goals, defined roles and responsibilities, schedule of meetings	
9/20	Dibels data	90% of all students 6-8 in ela tutorials will complete the beginning benchmark ORF and MAZE	
9/20	GNP data	90% of all students 6-8 in math tutorials will complete part 1 and part 2 of the GNP screener	
9/20	Professional Development attendance	100% of ELA and Math tutorial teachers will complete tier II intervention training.	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 2: Tier II intervention Practices	School Lead: Rachel Prentice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our needs assessment (NWEA & NYS results), we concluded 54% of our students are lacking proficiency in literacy and numeracy. We have identified 4 possible root causes, 1) we ineffectively collect, manage, and analyze data to identify students who need Tier 2 interventions, 2) we lack a consistent data collection and progress monitoring tool, 3) targeted interventions are not created and monitored, and 4) teachers and staff do not have adequate training in identifying students who need Tier 2 interventions or in delivering these interventions effectively.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to identify and support students in need of Tier 2 interventions last year, data confirms our approach must be revised. Therefore, in 24-25, we will 1) Adopt standard data collection and progress monitor tools, 2) screen students early for tier 2 support following the district's intervention notebook protocol, and 3) provide training to Math and ELA teachers on research-backed intervention practices.
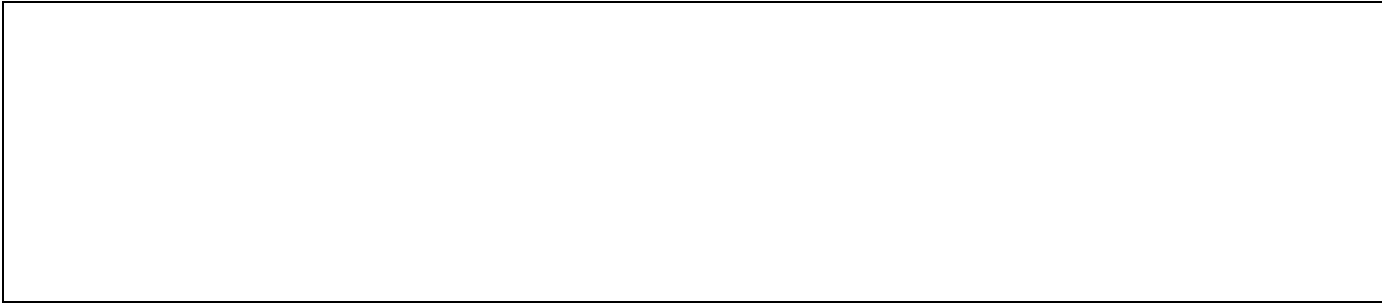
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/20	Schedule regular follow-up sessions to address challenges and provide additional training. Offer one-on-one coaching and support for teachers implementing interventions.	Brittany Ray	• Instructional Coach, Intervention teachers • Time for training and coaching	🟥
11/1-12/20	Hold regular review meetings to discuss student outcomes and adjust strategies during content PLCs. Engage students in self-assessment and reflection on their progress.	Brittany Ray	• Instructional Coach, Intervention teachers • PLC time	🟥
By 11/1	Organize informational sessions for parents/guardians to explain the Tier 2 intervention process. Provide resources and strategies for parents to support their children at home.	David Guertin, Hayley Downs, Jasmine Harrell	• Instructional Coach, Admin, parents/guardians • Time to host sessions • Budget: decorations, refreshments	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 12/20	Professional Development attendance sheet	80% of intervention teachers will attend a follow up PD session or request a coaching session	
11/1-12/20	Content PLC Agendas	Content PLCs will review progress monitoring at least once a week.	
11/1	Workshop attendance sheet	At least 10 families will participate in a tier II intervention workshop.	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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Key Strategy 2: Tier II Intervention Practices	School Lead: Rachel Prentice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our needs assessment (NWEA & NYS results), we concluded 54% of our students are lacking proficiency in literacy and numeracy. We have identified 4 possible root causes, 1) we ineffectively collect, manage, and analyze data to identify students who need Tier 2 interventions, 2) we lack a consistent data collection and progress monitoring tool, 3) targeted interventions are not created and monitored, and 4) teachers and staff do not have adequate training in identifying students who need Tier 2 interventions or in delivering these interventions effectively.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to identify and support students in need of Tier 2 interventions last year, data confirms our approach must be revised. Therefore, in 24-25, we will 1) Adopt standard data collection and progress monitor tools, 2) screen students early for tier 2 support following the district's intervention notebook protocol, and 3) provide training to Math and ELA teachers on research-backed intervention practices.
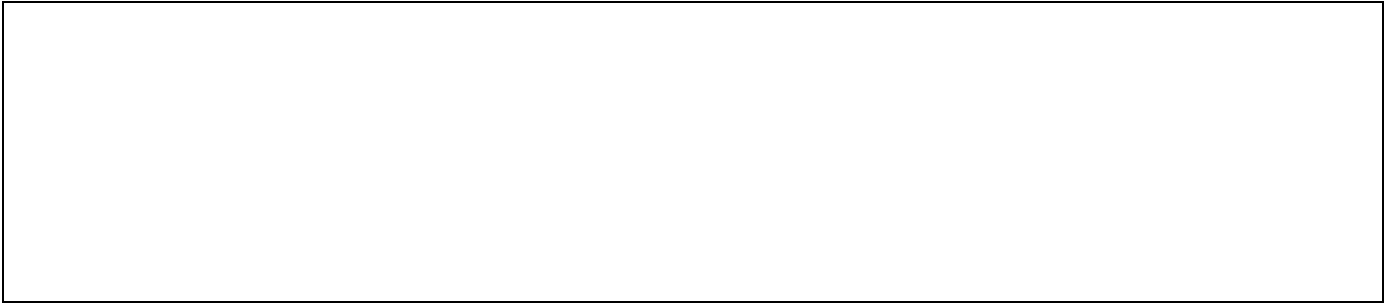
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	Schedule regular follow-up sessions to address challenges and provide additional training. Offer one-on-one coaching and support for teachers implementing interventions.	Brittany Ray	• Instructional Coach, Intervention teachers • Time for training and coaching	
1/1-3/31	Hold regular review meetings to discuss student outcomes and adjust strategies during content PLCs. Engage students in self-assessment and reflection on their progress.	Brittany Ray	• Instructional Coach, Intervention teachers • PLC time	
By 1/31	Conduct Midyear Benchmarks (Dibels and GNP) to all 6-8 students receiving Tier II instruction	Brittany Ray	• Instructional Coach	
By 2/7	Conduct a mid-year review to assess the effectiveness of interventions. Gather feedback from teachers, students, and parents. Identify areas for improvement and adjust the plan as necessary.	L & N Intervention PLC members (TBD)	• Instructional Coach, L & N Intervention PLC • PLC time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 3/31	Professional Development attendance sheet	80% of intervention teachers will attend a follow up PD session or request a coaching session	
1/1-3/31	Content PLC Agendas	Content PLCs will review progress monitoring at least once a week.	
By 1/31	Dibels and GNP Benchmark	100% of tier II students will complete a Midyear Dibels and GNP benchmark	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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Key Strategy 2: Tier II Intervention Practices	School Lead: Rachel Prentice

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Through our needs assessment (NWEA & NYS results), we concluded 54% of our students are lacking proficiency in literacy and numeracy. We have identified 4 possible root causes, 1) we ineffectively collect, manage, and analyze data to identify students who need Tier 2 interventions, 2) we lack a consistent data collection and progress monitoring tool, 3) targeted interventions are not created and monitored, and 4) teachers and staff do not have adequate training in identifying students who need Tier 2 interventions or in delivering these interventions effectively.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to identify and support students in need of Tier 2 interventions last year, data confirms our approach must be revised. Therefore, in 24-25, we will 1) Adopt standard data collection and progress monitor tools, 2) screen students early for tier 2 support following the district's intervention notebook protocol, and 3) provide training to Math and ELA teachers on research-backed intervention practices.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 4/1	Hold a second informational workshop for parents and guardians of all students in 6-8 Math and ELA tutorials. Target the workshop to focus on strategies for the upcoming NYS assessments.	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Admin, Instructional Coach • Families • Time in the evening • Budget: decorations, refreshments	
By 5/1	The L & N intervention PLC will create a end of year review survey and hold 1 student focus group and 1 staff focus group which will: • Conduct a comprehensive review of Year 1 data and outcomes • Identify successful strategies and areas needing improvement.	L & N intervention PLC members (TBD)	• L & N intervention PLC, instructional coach, tier II teachers and students • Time to meet • EOY review survey	
By 6/1	Conduct end of year Dibels and GNP benchmarks for all 6-8 students in a tier II intervention.	Brittany Ray	• Instructional Coach, tier II students • Dibels and GNP benchmarks	
By 6/20	The L & N intervention PLC will hold an end of year review to: • Evaluate EOY Dibels and GNP benchmark data • Evaluate survey and focus group feedback • Set goals for 25-26 • Revise intervention plan as necessary	L & N intervention PLC members (TBD)	• L & N intervention PLC • Survey and focus group data • EOY benchmark data	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/1	Workshop attendance sheet	At least 12 families attended the workshop	

6/1	Survey and focus group data	100% of tier II teachers and 80% of tier II students participated in a survey and/or a focus group	
6/20	Dibels and GNP EOY benchmark data	60% of tier II literacy students are reading between 110-120 wpm. 50% of tier II numeracy students have achieved mastery in addition and subtraction tracts. 30% have achieved mastery in multiplication and division tracts. 20% have achieved mastery in fractions tract.	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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

Key Strategy 1: Effective PLC Implementation	School Lead: Justin Canfield

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 23-24, we scheduled time after school for PLCs to meet, but based on staff feedback, we need to refine our PLC implementation plan. To refine the implementation of Professional Learning Communities (PLCs) in 24-25, we will 1) set clear goals aligned with the school's mission, 2) support these goals through coaching sessions, 3) develop structured meeting protocols, and 4) schedule regular gatherings during the school day.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/15	Set PLC goals, develop structured meeting protocols and agendas, identify aligned with district initiatives - Identify PLC facilitators for launch and assign roles - Establish norms	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Admin, Instructional Coach • Time to meet	
By 9/6	Survey teachers to assess current collaboration practices, professional development needs, and areas for improvement. Analyze student performance data to identify key areas where PLCs can have the most impact.	Justin Canfield, Brittany Ray	• Survey data • Student performance data • Time to meet	
9/15	Conduct training sessions on PLC protocols and procedures, introduce PLC members to data analysis tools and techniques, and provide resources for collaborative planning and resource sharing.	Justin Canfield, Brittany Ray	• Time to develop and deliver PD • PLC resources	
By 9/30	Hold initial PLC meetings to establish norms and expectations, analyze baseline data on student achievement and instructional practices, identify areas for focus and improvement based on data analysis and priority standards audit. Focus on team building and creating a collaborative culture.	Justin Canfield, Brittany Ray, Luke McDonald, Rebecca Clark, Chris Schroth	• Instructional Coach, Content liaisons • Time to meet	
By 10/15	Facilitate first collaborative planning sessions focused on targeted instructional strategies or interventions for immediate implementation in classrooms	Justin Canfield, Brittany Ray, Luke McDonald, Rebecca Clark, Chris Schroth	• Instructional Coach, Content liaisons, all content teachers • Time to meet	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

9/15	PLC Professional Development Session 1 Attendance	100% of staff will have attended at least one PLC professional development session	
9/30	PLC Meeting Agenda	Content Liaisons will submit their weekly agendas to illustrate progress in the PLC cycle	
10/1	Collaborative Planning Sessions/Re-teach plans	100% of content teachers will have participated in a collaborative planning session and completed their initial cycle of re-teach plans.	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 1: Effective PLC Implementation	School Lead: Justin Canfield

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 23-24, we scheduled time after school for PLCs to meet, but based on staff feedback, we need to refine our PLC implementation plan. To refine the implementation of Professional Learning Communities (PLCs) in 24-25, we will 1) set clear goals aligned with the school's mission, 2) support these goals through coaching sessions, 3) develop structured meeting protocols, and 4) schedule regular gatherings during the school day.
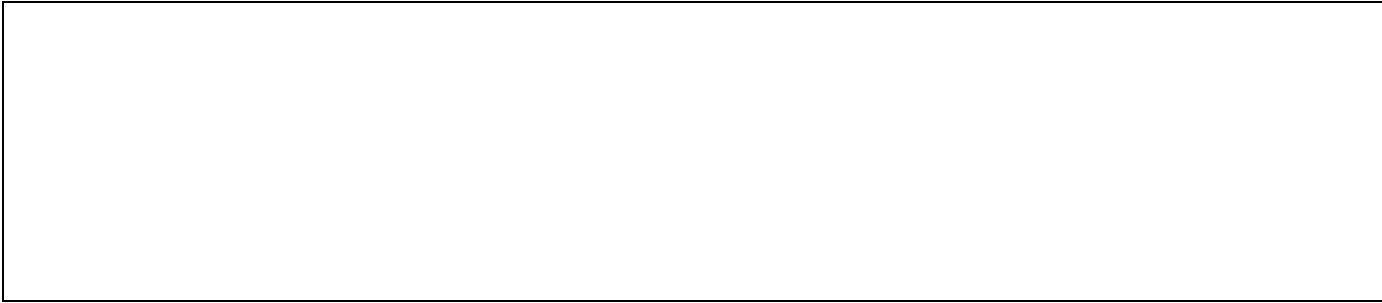
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/20	Implement PLC action plans: • Begin implementing the action plans developed during initial meetings. • Use PLC time to collaborate on lesson planning, analyze student data, and share instructional strategies.	All content teachers	• Content teachers • Time to meet • PLC agendas	
12/6	Monitor PLC progress: • Collect and review PLC meeting minutes, action plans, and outcomes. • Use the PLC rubric to evaluate PLC effectiveness and ensure implementation consistency.	Brittany Ray, Justin Canfield	• PLC Lead, Instructional Coach • PLC rubric • Time to meet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/6	PLC rubric	60% of PLCs are in the initiation stage or higher when evaluated against the PLC continuum rubric	
12/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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: Justin Canfield

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 23-24, we scheduled time after school for PLCs to meet, but based on staff feedback, we need to refine our PLC implementation plan. To refine the implementation of Professional Learning Communities (PLCs) in 24-25, we will 1) set clear goals aligned with the school's mission, 2) support these goals through coaching sessions, 3) develop structured meeting protocols, and 4) schedule regular gatherings during the school day.

	IMPLEMENTATION PLAN (JANUARY – MARCH)			
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	Continue to offer coaching sessions focused on PLC implementation, data collection, and data analysis. Focus on developing PLC leaders.	Brittany Ray	• Instructional Coach • Time to meet	
2/14	Conduct a mid-year teacher survey evaluating PLC effectiveness	Justin Canfield	• Justin Canfield, all content teachers • survey	

	PROGRESS MONITORING (JANUARY – MARCH)		
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
2/14	PLC implementation survey	80% of teachers report increased collaboration and professional growth	
3/31	Professional Development attendance sheet	Increase the number of PLC leaders by 20%	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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: Justin Canfield

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 23-24, we scheduled time after school for PLCs to meet, but based on staff feedback, we need to refine our PLC implementation plan. To refine the implementation of Professional Learning Communities (PLCs) in 24-25, we will 1) set clear goals aligned with the school's mission, 2) support these goals through coaching sessions, 3) develop structured meeting protocols, and 4) schedule regular gatherings during the school day.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 6/1	Conduct an end of year review and evaluation of PLC implementation: • Conduct a comprehensive review of Year 1 data and outcomes. • Identify successful strategies and areas needing improvement.	Justin Canfield, Brittany Ray	• Instructional Coach, content liaisons • Time to meet	🟥
By 6/20	Refine PLC structures, meeting protocols, and focus areas based on Year 1 reflections. UPDate PLC goals and action plans to align with new school-wide priorities and initiatives.	Justin Canfield, Brittany Ray	• Instructional coach, content liaisons • Time to meet	🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/20	EOY review data	90% of PLCs meet or exceed their established goals.	
6/20	Student assessment data (formative and summative assessments)	10% improvement in student performance in key focus areas identified by PLCs.	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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

Key Strategy 2: Formative Assessment Practices	School Lead: Brittany Ray

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our Needs Assessment (NWEA & NYS results) and walkthrough data, we concluded 1) students are underperforming in key academic areas such as literacy and numeracy, 2) there is a lack of consistency in instructional approaches across classrooms, leading to varied student experiences and outcomes, 3) teachers are not systematically using data to inform instruction, resulting in missed opportunities to address individual student needs, and 4) students exhibit low levels of engagement and motivation, which is impacting their academic performance.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While formative assessments were a standard practice in classrooms throughout the 23-24 school year, data confirms that student growth is inconsistent or stagnant. Therefore, in 24-25, we will expand our formative assessment practices by 1) providing professional development on creating effective formative assessments 2) utilizing PLCs to continually evaluate formative assessments and adjust our instructional practices based on the data, and 3) utilize re-teach plans to address gaps in learning.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 9/15	Administer the Fall NWEA test in both Reading and Math to all 6-8 students.	David Guertin, Brittany Ray	• Student laptops • Testing coordinators • Testing materials (scrap paper, pencils) • Time for testing	
By 9/30	Survey teachers to assess current assessment practices and professional development needs.	Brittany Ray	• Teacher survey • Time to create and administer survey • Instructional coach, content teachers	
By 10/1	During content PLCs, Analyze student performance data to identify key areas where formative assessments can have the most impact. Determine what common formative assessments each content will utilize throughout the year.	All content teachers	• Data analysis tool • Content teachers • Time to meet as PLC	
By 10/15	Each content PLC will develop a comprehensive plan outlining the types of formative assessments to be used, frequency, and implementation strategies. Establish clear protocols and expectations for formative assessments.	All content teachers	• Content teachers • Time to meet	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15	NWEA operational data	95% of all students will complete 1 administration of NWEA reading and NWEA Math	
10/1	Formative assessment practices survey data	80% of staff participated in the survey	

10/1	PLC Agendas/Minutes	100% of content PLCs will report on their agreed upon common formative assessments	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 2: Formative Assessment Practices	School Lead: Brittany Ray

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our Needs Assessment (NWEA & NYS results) and walkthrough data, we concluded 1) students are underperforming in key academic areas such as literacy and numeracy, 2) there is a lack of consistency in instructional approaches across classrooms, leading to varied student experiences and outcomes, 3) teachers are not systematically using data to inform instruction, resulting in missed opportunities to address individual student needs, and 4) students exhibit low levels of engagement and motivation, which is impacting their academic performance.

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1	Create a professional development schedule that includes initial training and ongoing support. Identify external experts or resources to provide specialized training if needed (i.e. Lexia, Delta Math, etc.)	Brittany Ray	• Instructional Coach, external partners • Time to develop PD	
By 11/8	Organize a comprehensive training session to introduce formative assessment concepts and tools. Provide resources and materials to support effective implementation.	Brittany Ray	• Instructional Coach, content teachers • Time to attend PD	
By 11/15	Implement formative assessments in selected classrooms as a pilot program. Evaluate effectiveness by conducting walkthroughs.	David Guertin, Hayley Downs, Jasmine Harrell, Brittany Ray	• Instructional coach, pilot teachers	
By 12/1	Assess early data from formative assessments in pilot classrooms, adjust plan as necessary during content PLCs.	Luke McDonald, Rebecca Clark, Justin Canfield, Chris Schroth	• Content liaisons • Formative assessment data • Time to meet as PLC	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/8	PD Plan	At least one pilot teacher from each content (total of 12 teachers) will attend professional development on developing effective formative assessments	

11/15	Walkthrough Data	80% of pilot teachers will implement focus formative assessments	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 2: Formative Assessment Practices	School Lead: Brittany Ray

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our Needs Assessment (NWEA & NYS results) and walkthrough data, we concluded 1) students are underperforming in key academic areas such as literacy and numeracy, 2) there is a lack of consistency in instructional approaches across classrooms, leading to varied student experiences and outcomes, 3) teachers are not systematically using data to inform instruction, resulting in missed opportunities to address individual student needs, and 4) students exhibit low levels of engagement and motivation, which is impacting their academic performance.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While formative assessments were a standard practice in classrooms throughout the 23-24 school year, data confirms that student growth is inconsistent or stagnant. Therefore, in 24-25, we will expand our formative assessment practices by 1) providing professional development on creating effective formative assessments 2) utilizing PLCs to continually evaluate formative assessments and adjust our instructional practices based on the data, and 3) utilize re-teach plans to address gaps in learning.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1	Expand the use of formative assessments to all classrooms based on feedback from the pilot program. Ensure all teachers are using the agreed-upon formative assessment practices by conducting weekly walkthroughs.	Guertin, Downs, Harrell, Ray	• Admin, Instructional Coach • Time to conduct walkthroughs	
1/1-3/31	Conduct follow-up training sessions to address challenges and refine practices. Offer one-on-one coaching and support for teachers as needed.	Brittany Ray	• Instructional Coach • Time to deliver PD and coaching cycles	
By 1/15	Collect data on the implementation of formative assessments and student performance building wide. Analyze the data to identify trends and areas for improvement. Predict trends on upcoming NWEA assessment.	Brittany Ray	• Instructional Coach, content liaisons, content teachers • Time to meet as a PLC	
By 1/15	Administer the winter NWEA to all 6-8 students in Reading and Math. Evaluate if trend predictions were accurate based on formative assessment practices.	All content teachers, Brittany Ray	• Student laptops • Instructional Coach, all staff • Testing materials (pencils, scrap paper) • Time to administer NWEA	
By 2/15	Based on data analysis, adjust formative assessment practices to better meet student needs. Share best practices and success stories among teachers during content PLCs.	All content teachers, Brittany Ray	• Instructional coach, all content teachers • Tiem to meet as a PLC	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:

Academic Commitment 2 – Strategy 2   January - March

1/15	Walkthrough data	70% of all teachers are utilizing the agreed upon common formative assessments	
3/31	PD attendance sheets	40% of all teachers have attended at least one additional professional development session or coaching cycle	
2/1	NWEA data	30% of all 6-8 students grew in Reading by 10% from Fall to winter. 20% of all 6-8 students grew in Math by 5% from Fall to winter.	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 2: Formative Assessment Practices	School Lead: Brittany Ray

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Through our Needs Assessment (NWEA & NYS results) and walkthrough data, we concluded 1) students are underperforming in key academic areas such as literacy and numeracy, 2) there is a lack of consistency in instructional approaches across classrooms, leading to varied student experiences and outcomes, 3) teachers are not systematically using data to inform instruction, resulting in missed opportunities to address individual student needs, and 4) students exhibit low levels of engagement and motivation, which is impacting their academic performance.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While formative assessments were a standard practice in classrooms throughout the 23-24 school year, data confirms that student growth is inconsistent or stagnant. Therefore, in 24-25, we will expand our formative assessment practices by 1) providing professional development on creating effective formative assessments 2) utilizing PLCs to continually evaluate formative assessments and adjust our instructional practices based on the data, and 3) utilize re-teach plans to address gaps in learning.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 6/1	Conduct an EOY review of formative assessment practices by hosting 4 teacher focus groups (one per content) and 1 student focus group	Brittany Ray	• Instructional Coach, Focus Groups (TBD) • Time to meet	
By 6/15	Create a plan to sustain and continuously improve formative assessment practices beyond the initial implementation year. Identify ongoing professional development needs and resources required.	Brittany Ray	• Instructional Coach • Time to plan	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1	Focus group data	80% of teachers report having an increased understanding of data driven instruction	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

Academic Commitment 2 – Strategy 2   **April - June**

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

Key Strategy 1: School-wide Classroom Daily Attendance Process	School Lead: Jasmine Harrell

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

Based on the building needs assessment (Chronic Absenteeism Data and SchoolTool Audit Report), we concluded that 64% of our students are chronically absent or are at risk of being chronically absent, and attendance reports must be audited frequently. We identified three possible root causes, 1) inadequate/irregular data on student attendance, 2) we do not pull reports early and often enough, and 3) we have no system of monitoring and accountability for ensuring attendance is taken accurately.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to create attendance systems last year, data confirms our systems must be revised. Inadequate data on student attendance can hinder the school's ability to make informed decisions regarding student support, and therefore, to make data driven decisions, in 24-25, we will 1) re-establish an attendance team and define roles and responsibilities, 2) Create protocols for accurate attendance and 3) establish a system of progress monitoring to ensure attendance accuracy and identify CA students early.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 8/15	Re-establish the attendance team: • Identify stakeholders on the attendance team (admin, counselors, families, etc.) • Define roles and responsibilities of each member	Jasmine Harrell, attendance team (TBD)	• Admin, attendance team • Time to meet and plan	
By 9/6	Hold initial attendance team meeting: • Review current (23-24) attendance data, identify trends, and evaluate the root causes of absenteeism. • Establish specific, measurable goals for attendance improvement. • UPDate school policies regarding attendance, tardiness, and interventions for CA students. • Develop materials and resources for staff training on the new attendance process. • Communicate the plan to parents, students, and staff to build support and awareness	Jasmine Harrell, attendance team (TBD)	• Admin, attendance team • Time to meet • Attendance data	
By 9/13	Conduct training sessions for teachers and staff on attendance protocols	Jasmine Harrell, attendance team (TBD)	• All staff • Time to attend PD • Space for PD sessions	
9/13-10/31	Hold weekly attendance team meetings to: • Monitor attendance • Establish attendance incentives and calendar	Attendance team (TBD)	• Attendance team • Time for meetings	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

9/6	Attendance team minutes	24-25 attendance goals are complete, attendance protocols are established.	
9/13	Attendance Protocol PD attendance sheet	100% of staff have attended the attendance protocol PD	
10/15	SchoolTool Audit Report	Attendance is accurately taken each period, at least 80% daily	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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.

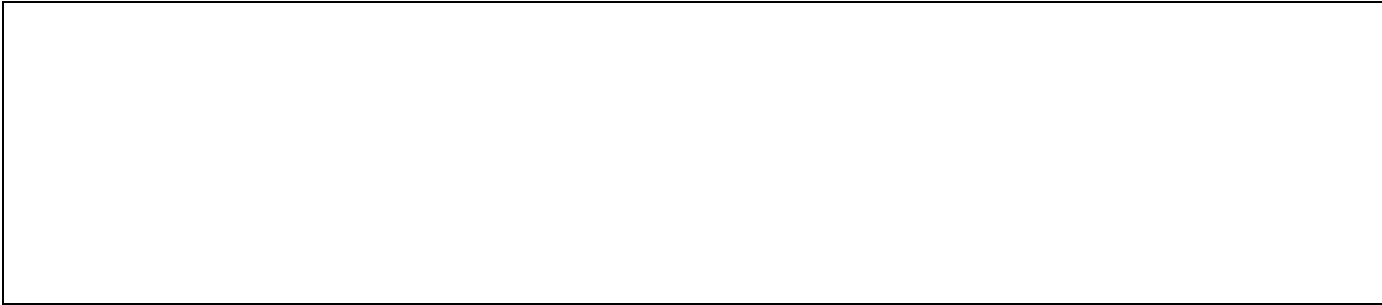| Key Strategy 1: School-wide Classroom Daily Attendance Process	School Lead: Jasmine Harrell

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (Chronic Absenteeism Data and SchoolTool Audit Report), we concluded that 64% of our students are chronically absent or are at risk of being chronically absent, and attendance reports must be audited frequently. We identified three possible root causes, 1) inadequate/irregular data on student attendance, 2) we do not pull reports early and often enough, and 3) we have no system of monitoring and accountability for ensuring attendance is taken accurately.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to create attendance systems last year, data confirms our systems must be revised. Inadequate data on student attendance can hinder the school's ability to make informed decisions regarding student support, and therefore, to make data driven decisions, in 24-25, we will 1) re-establish an attendance team and define roles and responsibilities, 2) Create protocols for accurate attendance and 3) establish a system of progress monitoring to ensure attendance accuracy and identify CA students early.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/20	Provide ongoing support and troubleshooting for teachers and staff as they adjust to the new system	Harrell, Attendance team (TBD)	• Attendance team, staff • Time for training	
11/1-12/20	Track the attendance taking process closely, ensuring compliance and addressing any issues promptly.	Guertin, Downs, Harrell	• Admin • Time to review audit reports on SchoolTool	
11/1-11/30	At weekly attendance meetings, begin collecting and analyzing daily attendance data to identify patterns and areas for improvement.	Attendance team (TBD)	• Attendance team • Time to meet • SchoolTool reports	
12/1-12/20	Use the data to identify students with chronic absenteeism and begin targeted interventions. • Engage families/guardians • Arrange supports (CBOs, counselors, etc.)	Attendance team (TBD)	• Admin, attendance team, CBOs • Time to meet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 11/30	School Tool- Audit Reports	Attendance is accurately taken each period, at least 85% daily	
By 12/20	Attendance team minutes	Attendance team meets weekly, 80% of students identified have a plan for intervention	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2),10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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: School-wide Classroom Daily Attendance Process	School Lead: Jasmine Harrell

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

Based on the building needs assessment (Chronic Absenteeism Data and SchoolTool Audit Report), we concluded that 64% of our students are chronically absent or are at risk of being chronically absent, and attendance reports must be audited frequently. We identified three possible root causes, 1) inadequate/irregular data on student attendance, 2) we do not pull reports early and often enough, and 3) we have no system of monitoring and accountability for ensuring attendance is taken accurately.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to create attendance systems last year, data confirms our systems must be revised. Inadequate data on student attendance can hinder the school's ability to make informed decisions regarding student support, and therefore, to make data driven decisions, in 24-25, we will 1) re-establish an attendance team and define roles and responsibilities, 2) Create protocols for accurate attendance and 3) establish a system of progress monitoring to ensure attendance accuracy and identify CA students early.
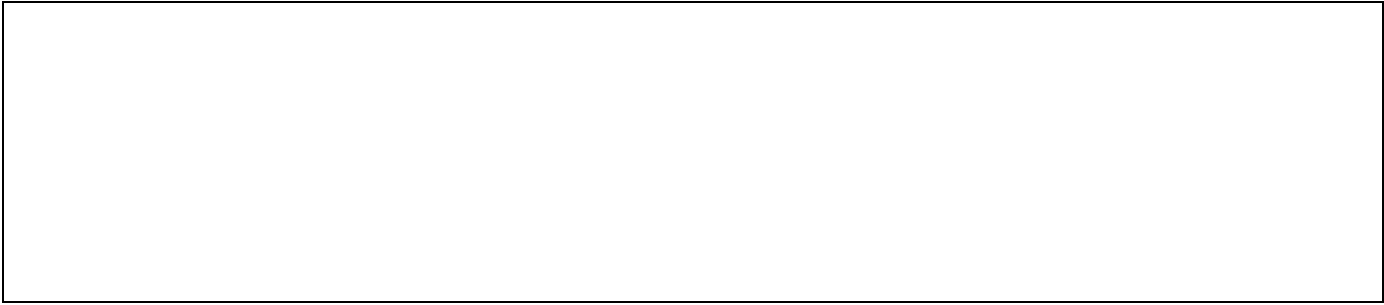
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/15	Assess the effectiveness of the attendance process and interventions mid-year by conducting a survey. Make necessary adjustments to the process and interventions based on data and feedback.	Attendance team (TBD)	• Attendance team, all staff • Attendance protocol survey	
By 2/15	Provide additional training or coaching sessions for staff if needed to address any ongoing issues	Attendance team (TBD)	• Attendance team, staff • Time to meet	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/15	Survey Data	80% of teachers strongly agree that the attendance protocol is an effective measure of student attendance	
2/15	PD attendance sheet	100% of staff requiring additional support have attended a training session or coaching session	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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

Key Strategy 1: School-wide Classroom Daily Attendance Process	School Lead: Jasmine Harrell

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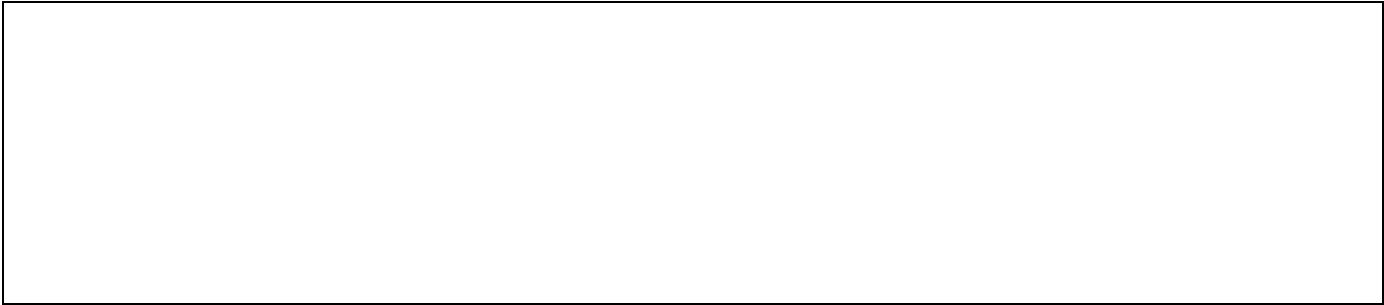
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 5/15	Hold an EOY review of the attendance protocol: • Review the entire implementation process, assess outcomes, and identify key successes and areas for improvement. • Prepare a detailed report on the attendance process, its impact, and lessons learned. • Develop a plan to sustain and continuously improve the attendance process, including ongoing monitoring, support, and periodic reviews.	Attendance team (TBD)	• Admin, attendance team • Time to meet • Attendance report EOY	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1	Attendance report	CA rate decreased by 10% by EOY, accurate attendance rate increased by 20%	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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

Key Strategy 2: Promoting Student Voice & Student Leadership	School Lead: Sean MacMaster

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (Panorama Survey and Student Interviews), it was determined that students do not feel a sense of welcoming and belonging. We identified three possible root causes, 1) lack of staff training and awareness on promoting student voice, 2) established norms have created resistance to adopting new approaches that emphasize student voice, and 3) we lack formal platforms or channels for students to express their opinions and ideas.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to foster a welcoming environment by promoting student voice and leadership, data confirms our systems must be revised. In 23-24, we offered DEB professional development and created a student council, but to extend our efforts, we will 1) offer DEB professional development that promotes student voice and student leadership 2) establish a restorative council and 3) create a system of progress monitoring to ensure increased student voice and student leadership.

	IMPLEMENTATION PLAN (AUGUST – OCTOBER)			
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/15	Develop protocol to establish a student restorative council to monitor and manage minor code of conduct infractions • Identify key stakeholders • Define purpose and goals	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison • Time to meet	
8/30	Conduct Preliminary Research: • Study successful models of student restorative justice councils. • Gather data on the current disciplinary issues and needs of the school.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison • Time to meet	
By 9/15	Engage Stakeholders: • Recruit two staff members to supervise student restorative council • Hold initial meetings with stakeholders to gather input and support. • Communicate the vision and benefits of the SRJC to the school community.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, all staff, community/parents • Time to meet	
By 9/15	Provide staff with professional development introducing the student restorative council	Harrell, MacMaster	• Admin, DEB liaison, staff • Time for PD	
9/30	Recruit and train students to participate in student restorative council (at least 5 per grade level)	Harrell, MacMaster	• Admin, DEB liaison, 15 students • Time for training	

	PROGRESS MONITORING (AUGUST – OCTOBER)		
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15	Student Restorative Council Minutes (SRC)	Goals and purpose established and communicated to stakeholders.	
9/15	PD attendance	80% of all staff have attended an initial SRC training	
0/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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.

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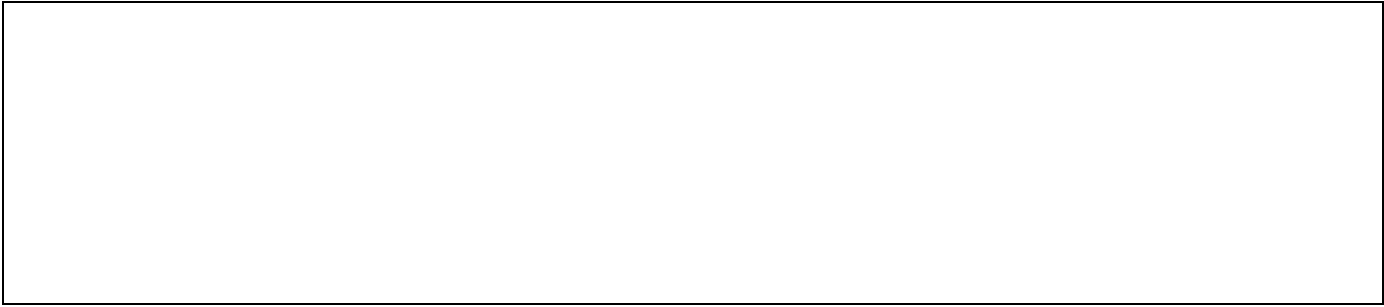
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1	Hold initial SRC meeting with trained students and staff: • Establish roles and responsibilities within the SRC • Review restorative justice policies, guidelines, and protocols, and code of conduct. • Create a detailed timeline and action plan for the council's activities	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC members (TBD) • Time to meet	
By 11/30	Conduct Training Workshops with students: • Provide comprehensive training on restorative justice principles and practices. • Include role-playing scenarios, conflict resolution techniques, and communication skills	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC members (TBD) • Time to meet	
By 12/1	Initiate Pilot Programs: • Implement pilot restorative justice circles or mediation sessions. • Monitor and document outcomes of these initial activities.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC members (TBD) • Time to meet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30	Workshop attendance	100% of SRC members have completed a restorative justice workshop	
12/1	Restorative Data Tracker	80% of students referred to SRC successfully reintegrated into a classroom setting	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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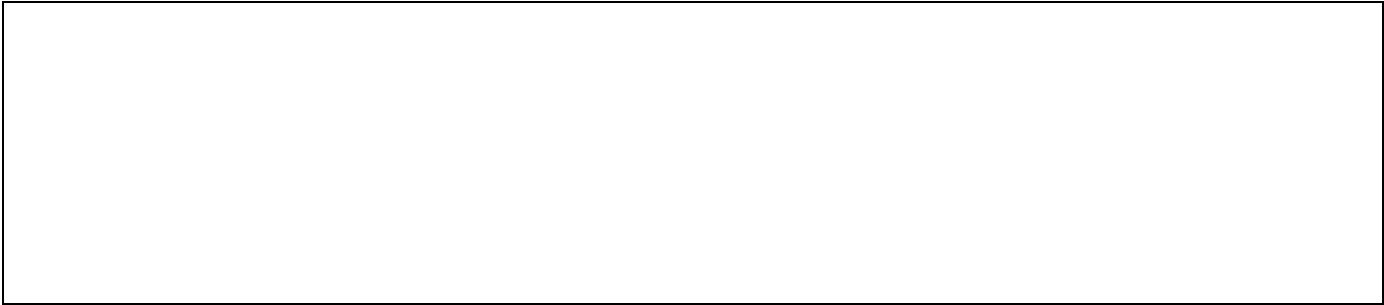
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 1/15	Launch Full-Scale SRC Activities: • Expand the restorative justice programs to cover more incidents and situations. • Regularly schedule SRC meetings and restorative circles.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC (TBD) • Time to meet	
By 2/1	Promote Awareness: • Conduct awareness campaigns to inform the entire school about the SRC and its activities by partnering with student council. • Highlight success stories and positive outcomes.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC (TBD), student council (TBD) • Time to meet • Materials (posters, etc.)	
By 3/1	Analyze data through ongoing progress monitoring • Continuously monitor the effectiveness of the SRC through restorative data tracker • Keep track of participation rates, outcomes, and feedback	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison • Time to meet • Restorative tracker data	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/1	Restorative tracker data	90% of students referred to the SRC successfully integrate back into the classroom setting	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 4/1	Provide Ongoing Training: • Offer refresher training sessions and advanced workshops for council members. • Keep the council uPDated with new restorative justice practices and trends.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, SRC (TBD) • Time to train	
By 5/1	Conduct a staff and student survey on SRC practices. Evaluate if SRC increased student voice, leadership and belonging.	Jasmine Harrell, Sean MacMaster	• All staff, all students • Survey • Time to take survey	
By 5/15	Evaluate survey findings: • Prepare a detailed report summarizing the achievements, challenges, and lessons learned. • Develop a long-term sustainability plan to ensure the SRC continues to operate effectively.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison • Time to meet • SRC report	
By 6/1	Hold EOY stakeholder meeting: • Present the report to school leadership and the broader school community.	Jasmine Harrell, Sean MacMaster	• Admin, DEB liaison, stakeholders • Time to meet	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/1	Workshop attendance	100% of SRC members and 80% of all staff have completed an additional restorative justice workshop	

6/1	SRC EOY survey	80% of staff and students strongly agree that the SRC positively impacted student's academic outcomes	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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

Key Strategy 1: Implementing an Effective Student Intervention Team (SIT)	School Lead: Courtney Biehls

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (School Climate Transformation Grant's Tiered Implementation Fidelity Assessment) there is a need to further expand Grant's Student Intervention Team to improve a sense of belonging for all and supporting the whole student. We identified three possible root causes 1) An ill-defined team structure with unclear roles and responsibilities can cause confusion and inefficiency, 2) Ineffective or overly complicated referral processes can result in students not being identified or supported in a timely manner and 3) Lack of standardized procedures for assessing, planning, and implementing interventions can lead to inconsistent and ineffective practices.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to create effective SIT protocols last year, data confirms our systems must be expanded. In 23-24 we created a SIT referral process and form, but in 24-25, we will expand our efforts by 1) revising our systems and protocols that were previously established, 2) provide training to staff on effective interventions and 3) streamline the referral process and refine communication between staff and the SIT team.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/30	Refine SIT Handbook, which includes updating referral process, intervention choice, data collection process, and calendar creation	Biehls, Downs	People, Time, Budget	🟥
9/3	Create data-driven SIT referral template.	Biehls, Downs, SIT expert team (TBD)	People, Time, Budget	🟥
9/3	Create SIT action plan that include interventions with documented evidence of effectiveness matched to student need.	Biehls, Downs, SIT expert team (TBD)	People, Time, Budget	🟥
9/15	Train staff on SIT process and revisit during opening weeks team meetings	Biehls, Downs, SIT expert team (TBD)	PD, People	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/01	SIT Handbook	Included in the SIT handbook will be SIT Referral process with referral template, and targeted interventions with data collection.	
9/15	SIT Opening Days Professional Development	100% of staff will have attended training on the SIT process.	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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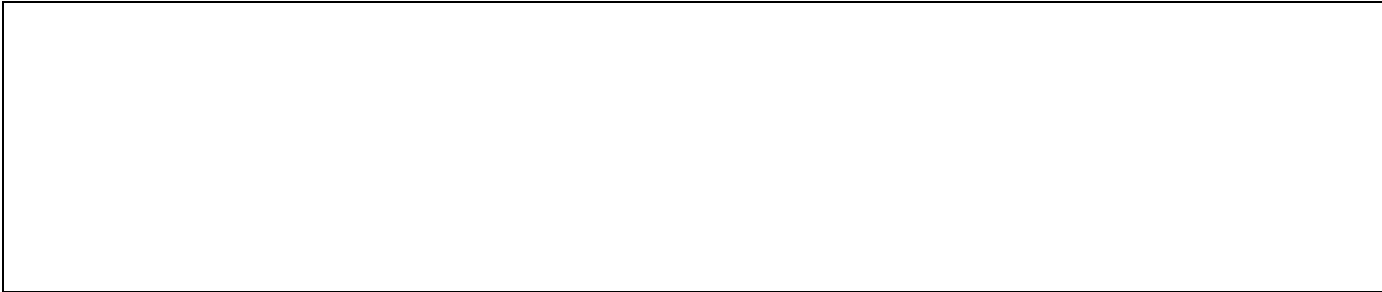| Key Strategy 1: Implementing an Effective Student Intervention Team (SIT)	School Lead: Courtney Biehls

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 11/1	Initiate Pilot Programs: • Implement pilot interventions for a small group of students. • Monitor and document outcomes of these initial interventions.	SIT expert team (TBD)		🟥
By 11/15	Gather feedback from teachers and SIT members in pilot interventions to identify areas for improvement through surveys.	SIT expert team (TBD)		🟥
By 12/1	Promote Awareness: • Conduct awareness campaigns to inform the entire school about the SIT and its activities by partnering with student council • Highlight success stories and positive outcomes.	SIT expert team (TBD)		🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/15	SIT referral data	100% of students referred to SIT were aligned with a pilot intervention	
12/1	SIT staff survey	90% of staff completed the SIT staff survey	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

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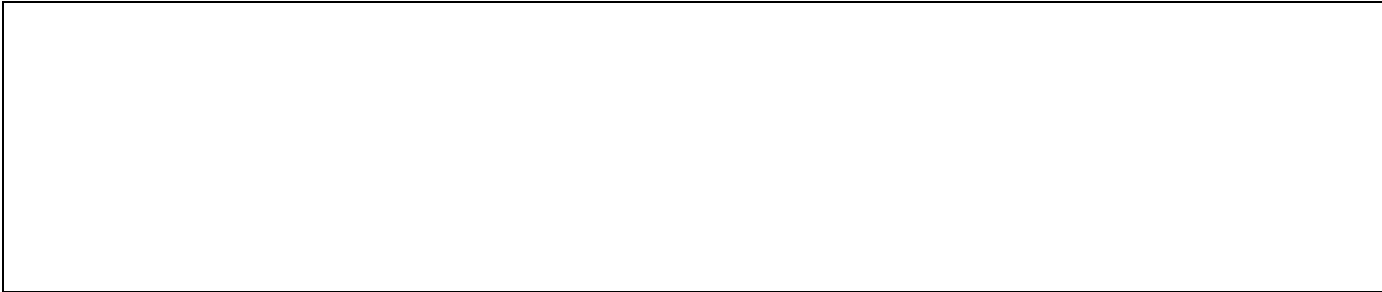| Key Strategy 1: Implementing an Effective Student Intervention Team (SIT)	School Lead: Courtney Biehls

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	Provide Ongoing Training: • Offer refresher training sessions and advanced workshops for SIT members. • Keep the team uPDated with new intervention strategies and best practices.	Hayley Downs, Courtney Biehls	• Admin, Social Worker • Time to train • Training materials	
By 2/1	Strengthen Existing Programs: • Review and enhance current interventions to ensure they are meeting the intended goals. • Incorporate feedback from stakeholders to refine practices.	SIT expert team (TBD)	• SIT expert team • Time to meet • Survey data	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31	PD attendance	80% of all staff have completed an additional training on SIT	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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: Implementing an Effective Student Intervention Team (SIT)	School Lead: Courtney Biehls

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 4/1	Increase Collaboration with External Partners/CBOs: • Partner with local community organizations and mental health services to provide additional support for students. • Establish referral processes for students who need external services.	SIT expert team (TBD)	• SIT expert team • External partnerships/CBOs • Time to meet	
By 5/1	Conduct an EOY SIT survey to evaluate effectiveness of SIT referral process	SIT expert team (TBD)	• SIT expert team • All staff • Survey • Time to take survey	
By 5/15	Establish transition Support for Students: • Develop transition plans for students moving to the next grade level or to a new school. • Provide support to ensure a smooth transition, including academic planning and emotional support.	SIT expert team (TBD)	• SIT expert team • Time to meet	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
5/15	EOY SIT survey	100% of staff completed an EOY SIT survey	
5/15	EOY SIT survey	90% of staff strongly agree that the SIT referral process effectively provided interventions to target students	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

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

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Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Hayley Downs

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (School Climate Transformation Grant's Tiered Implementation Fidelity Assessment and student interviews), we concluded that students benefit from the feedback and acknowledgement system (gator card system), but there is a need to further enhance Grant's Tier I System: Feedback and Acknowledgement System to improve a sense of belonging for all and supporting the whole student. We identified three possible root causes including 1) lack of a clear structure for evaluating criteria, 2) inconsistent communication and evaluation of criteria, and 3) a lack of a system for evaluating effectiveness of the feedback and acknowledgement system.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 23-24 we focused on establishing the Tier I System: Feedback and Acknowledgement System (Gator Card System). In 24-25, we will expand the gator card system by 1) reviewing data and revising our MTSS handbook based on that data, 2) provide staff training on the feedback and acknowledgement system, and 3) implement a system of ongoing progress monitoring and feedback to promote communication.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
9/15	Show faculty disaggregated school-wide data (2023-2024) including demographics, discipline, attendance, grades, restorative, and card system.	Hayley Downs	• All staff • Time to meet	
9/15	Collect stakeholder (faculty, students) input through a survey on universal foundations (e.g., expectations, acknowledgements, definitions, consequences).	Hayley Downs	• ESCT (TBD) • Survey • Time to take survey	
9/30	Implement feedback from stakeholders to adjust feedback and acknowledgement system in the MTSS handbook.	Hayley Downs	• ESCT (TBD) • Time to meet • Survey data	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15	Professional Development Plan	ESCT will submit professional development materials regarding school-wide data.	
9/15	Tier I Survey Results	100% of staff will complete a survey where they provide feedback on universal foundations.	
9/30	Refined MTSS Handbook	ESCT will use stakeholder feedback to refine MTSS Handbook which will include Expectations Matrix, card system.	
10/1	NWEA Reading and Math	Fall: 55% in red (LVL 1), 20% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

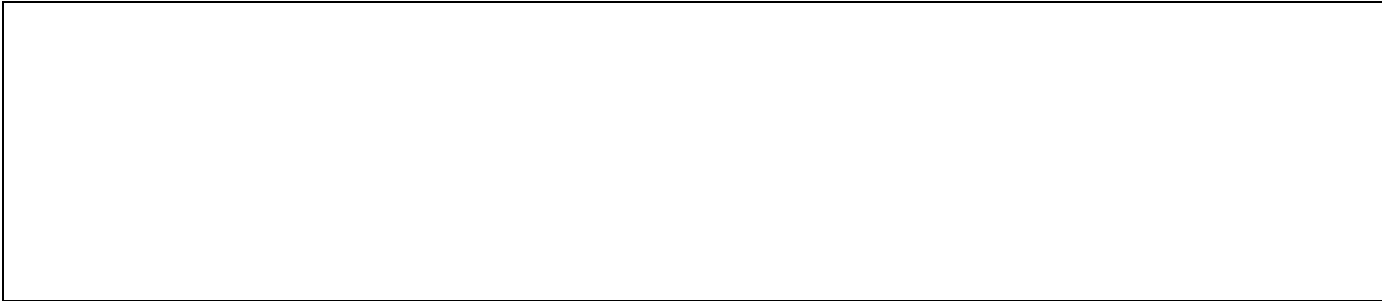| Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Hayley Downs

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (School Climate Transformation Grant's Tiered Implementation Fidelity Assessment and student interviews), we concluded that students benefit from the feedback and acknowledgement system (gator card system), but there is a need to further enhance Grant's Tier I System: Feedback and Acknowledgement System to improve a sense of belonging for all and supporting the whole student. We identified three possible root causes including 1) lack of a clear structure for evaluating criteria, 2) inconsistent communication and evaluation of criteria, and 3) a lack of a system for evaluating effectiveness of the feedback and acknowledgement system.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 23-24 we focused on establishing the Tier I System: Feedback and Acknowledgement System (Gator Card System). In 24-25, we will expand the gator card system by 1) reviewing data and revising our MTSS handbook based on that data, 2) provide staff training on the feedback and acknowledgement system, and 3) implement a system of ongoing progress monitoring and feedback to promote communication.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 11/1	Provide staff training on the Tier I: Feedback and Acknowledgement System (Gator card system)	Hayley Downs	• Admin, ESCT • All staff • Time to train	
By 11/1	Provide MTSS training: • Include training on data collection, progress monitoring, and intervention strategies	Hayley Downs	• Admin, ESCT • All staff • Time to train	
By 11/15	As an ESCT, evaluate data and identify trends to create targeted action plans	Hayley Downs	• Admin, ESCT • Targted students • Action plans	
By 12/1	Identify students (1-2 per grade) to invite to ESCT meetings	Hayley Downs	• ESCT, student team members (TBD) • Time to meet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/1	PD attendance	100% of staff completed initial training on the gator card system	
11/1	PD attendance	100% of staff completed MTSS training	
12/20	NWEA Reading and Math	Fall: 50% in red (LVL 1), 25% orange (LVL 2), 10% yellow (LVL 3), 10% green (LVL 4), 5% blue (LVL 5)	

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

Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Hayley Downs

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (School Climate Transformation Grant's Tiered Implementation Fidelity Assessment and student interviews), we concluded that students benefit from the feedback and acknowledgement system (gator card system), but there is a need to further enhance Grant's Tier I System: Feedback and Acknowledgement System to improve a sense of belonging for all and supporting the whole student. We identified three possible root causes including 1) lack of a clear structure for evaluating criteria, 2) inconsistent communication and evaluation of criteria, and 3) a lack of a system for evaluating effectiveness of the feedback and acknowledgement system.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 23-24 we focused on establishing the Tier I System: Feedback and Acknowledgement System (Gator Card System). In 24-25, we will expand the gator card system by 1) reviewing data and revising our MTSS handbook based on that data, 2) provide staff training on the feedback and acknowledgement system, and 3) implement a system of ongoing progress monitoring and feedback to promote communication.
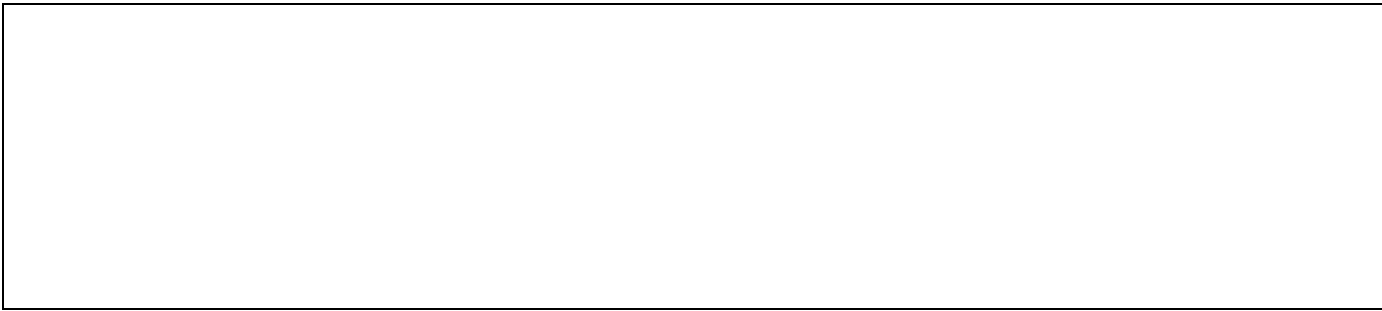
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 1/1	Form skill building groups led by CBOs and support staff based on referral data.	Hayley Downs	• Admin, ESCT • CBOs/support staff	■
1/1-3/31	As an ESCT, evaluate effectiveness of MTSS interventions based on referral data. Adjust as necessary	Hayley Downs	• Admin, ESCT • Time to meet • Referral data	■
1/1-3/31	Hold ongoing ESCT meetings with student members	Hayley Downs	• Admin, ESCT • Time to meet • Referral data	■

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31	Referral data	100% of high incidence behavior students are enrolled in a skill building group	
3/1	NWEA Reading and Math	Fall: 40% in red (LVL 1), 25% orange (LVL 2), 15% yellow (LVL 3), 15% green (LVL 4), 5% blue (LVL 5)	

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

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

| Key Strategy 2: Multi-Tiered System of Supports (MTSS)	School Lead: Hayley Downs

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Based on the building needs assessment (School Climate Transformation Grant's Tiered Implementation Fidelity Assessment and student interviews), we concluded that students benefit from the feedback and acknowledgement system (gator card system), but there is a need to further enhance Grant's Tier I System: Feedback and Acknowledgement System to improve a sense of belonging for all and supporting the whole student. We identified three possible root causes including 1) lack of a clear structure for evaluating criteria, 2) inconsistent communication and evaluation of criteria, and 3) a lack of a system for evaluating effectiveness of the feedback and acknowledgement system.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 23-24 we focused on establishing the Tier I System: Feedback and Acknowledgement System (Gator Card System). In 24-25, we will expand the gator card system by 1) reviewing data and revising our MTSS handbook based on that data, 2) provide staff training on the feedback and acknowledgement system, and 3) implement a system of ongoing progress monitoring and feedback to promote communication.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1-6/20	Continue to form skill building groups led by CBOs and support staff based on referral data.	Hayley Downs	• Admin, ESCT • CBOs/support staff	🟥
4/1-6/20	As an ESCT, evaluate effectiveness of MTSS interventions based on referral data. Adjust as necessary	Hayley Downs	• Admin, ESCT • Time to meet • Referral data	🟥
4/1-6/20	Hold ongoing ESCT meetings with student members	Hayley Downs	• Admin, ESCT • Time to meet • Referral data	🟥
6/15	As an ESCT, reflect on 24-25 MTSS practices and create an action plan for 25-26 and create transition plans for high incidence students	Hayley Downs	• Admin, ESCT • Time to meet	🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1	Referral data	100% of high incidence behavior students are supported by a skills group.	
6/20	NWEA Reading and Math	Fall: 40% in red (LVL 1), 20% orange (LVL 2), 20% yellow (LVL 3), 10% green (LVL 4), 10% blue (LVL 5)	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
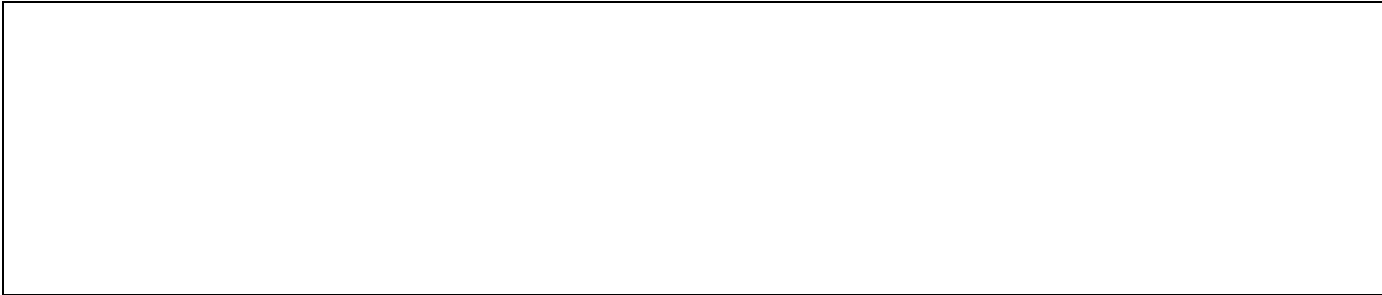
END OF YEAR SURVEY

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% Strong Agree or Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100% Strong 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% Strong Agree or Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	85% Strong Agree or Agree	
5	It was evident that our school focused on numeracy and literacy.	90% Strong Agree or Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	90% Strong Agree or Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	95% Strong Agree or Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	90% Strong Agree or Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	90% Strong Agree or Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	90% Strong Agree or Agree	

	Student Survey Questions (From Spring District Climate Survey)	**2023-24 Results**	**2024-25 Desired Results**	**Actual Results**
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	41% responded favorably	75% favorable	
2	How positive or negative is the energy of your school? (SC1)	15% responded favorably	85% favorable	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	24% responded favorably	75% favorable	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	60 % responded favorably	90% favorable	
5	How often are people disrespectful to others at your school? (SS1)	50% responded favorably	85% favorable	
6	How often do students get into physical fights at your school? (SS2)	53% responded favorably	85% favorable	
7	How often do you worry about violence at your school? (SS4)	42% responded favorably	85% favorable	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	56% responded favorably	90% favorable	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	42% responded favorably	80% favorable	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	79% responded favorably	95% 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)	80% responded favorably	90% 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)	89% responded favorably	100% 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)	85% responded favorably	100% 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)	87% responded favorably	100% 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?	76% responded favorably	100% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	52% responded favorably	75% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	55% responded favorably	75% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	64% responded favorably	85% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	51% responded favorably	75% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	80% responded favorably	90% Favorable	

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Doug Kasouf	Principal	4/22	4/29	5/16, 5/17	5/16, 5/17		5/29	5/2, 5/3
David Guertin	Vice Principal		4/29	5/16, 5/17	5/16, 5/17	5/09. 5/10	5/29	5/3
Hayley Downs	Vice Principal		4/29	5/16, 5/17	5/16, 5/17	5/09, 5/10	5/29	5/2
Jasmine Harrell	Administrative Intern		4/29	5/16, 5/17	5/16, 5/17	5/09, 5/10	5/29	5/2
Christopher Newkirk	Dean of Students	4/22	4/29	5/16, 5/17	5/16, 5/17		5/29	5/3
Brittany Ray	Instructional Coach	4/22	4/29	5/16, 5/17	5/16, 5/17	5/09. 5/10	5/29	5/2, 5/3
Jazmine Addison	Teacher	4/22	4/29	5/16, 5/17			5/29	5/3
Courtney Biehls	Social Worker	4/22	4/29	5/16, 5/17	5/16, 5/17		5/29	5/2
Holly Blair	Teacher	4/22	4/29	5/16, 5/17			5/29	5/2
Justin Canfield	Teacher	4/22	4/29	5/16, 5/17			5/29	5/3
Sean MacMaster	Teacher	4/22	4/29	5/16, 5/17	5/16, 5/17		5/29	5/2
Rachel Prentice	Teacher	4/22	4/29	5/16, 5/17			5/29	5/3
Esperance Seruhungu	Teacher	4/22	4/29	5/16, 5/17			5/29	5/2
Portia Rinaldi	Parent	4/22						6/7, 6/14
Michelle Jones	Parent	4/22						6/7, 6/14

LEARNING AS A TEAM

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

Student Interviews
Describe how the Student Interview process informed the team's plan
The student interview process informed which commitments we chose. Student interview data showed that students overwhelmingly approved of the Tier I: Feedback and Acknowledgement System, but did not always feel a sense of welcoming, belonging, or student voice.

Schools in the ATSI and TSI model only

Subgroup Spotlight
Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.
Based on student interview data, we hope to see an improvement in survey results: increased sense of welcoming and belonging. We believe with a decrease in student referrals with the implementation of the SRC and enhanced tier II services we will see an increase in student's reading and math scores on the winter and spring NWEA administration.