



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Roberts	Sharon Archer	PreK- 8	CSI

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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Sharon Archer	Principal
2	Lindsay Thompson	Vice Principal
3	Phil Madvek	Science 8
4	James Woodridge	Music/ Chorus
5	Amy Phinney	Social Worker
6	Kelly Wolfram	AIS/ MTIP
7	Hollyann Farwell	Instructional Coach
8	Cindi Metallo	AIS
9	Marissa Mims	CTE/ DEB Lead
10	Tessa Seymour	Grade 4
11	Alea Amyot	Kindergarten/ Special Education
12	Kelley Corbett	Family Engagement Specialist
13	Leigh Sexton	Social worker
14	Chris Constantino	Interventionist
15	Zona Williams	FTO President
16	Sheria Walker	Parent- 8th grade student

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OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 8)

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

	Commitment		Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	R
		2	Effective Unit & Lesson Planning Roberts Power Standards	E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	R
		2	Formative Assessment Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Intentional Welcoming School/Class Environment	E
		2	Implementing an Effective Attendance Team K-4 and 5-8	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)	R

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

Key Strategy 1: Accountable Talk	School Lead: Archer
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Last year we provided 4 sessions of baseline Accountable Talk PD to staff. This year we are expanding this strategy to continue PD on accountable talk that directly develops rigorous thinking and discourse.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/15/24	Align accountable talk structures with identified power standards per grade level by developing a crosswalk.	ILT- Archer	Document- Crosswalk of most frequently tested standards and 2023 Roberts Gap analysis	
By 8/20/24	Create accountable talk walk through metrics for K-4 & 5-8	ILT- Archer	Walkthrough tool	
By 8/20/24	Schedule accountable talk PD/ support during PLC time	ILT- ARcher	Document	
By 9/30/24	Identify accountable talk model teachers at Roberts	ILT- Archer	Document	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/30/24	Alignment of Accountable Talk structures to Math and ELA power standards structures that will leverage power standards	Walkthrough Tool with AT and power standards	
	Accountable Talk Walkthrough Tool	30% of teachers will implement AT structures and power standards	
	Lesson Plan Reviews using Feedback Tool	40% of teacher lesson plans will include universal elements that include a focus on power standards	
10/31/24	BOY NWEA data for ELA and Mathematics	Increase of 5% proficiency compared to fall 2023	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Supported planning of aligned AT structures into unit and lesson plans.	ILT- Archer-	PLC Time	
By 11/01/24	AT walkthrough quarterly data review for k-4 and 5-8	ILT Archer	People, Time	
By 11/15/24	Create and schedule AT PD for 2 nd marking period during PLC time based on walkthrough data.	ILT- Archer	People, Time	
By 12/1/24	Analyze quarterly data	ILT- Archer		

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	Baseline DIBELS/ MAZE data for grades K-2	+ 3% increase from fall 2023	
12/15/24	Accountable Talk Walkthroughs	45% of teachers will implement AT structures and power standards	
12/15/24	Lesson Plans using Feedback Tool	55% of teacher lesson plans will include universal elements that include a focus on power standards	

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

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

Key Strategy 1: Accountable Talk	School Lead: Archer
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Last year we provided 4 sessions of baseline Accountable Talk PD to staff. This year we are expanding this strategy to continue PD on accountable talk that directly develops rigorous thinking and discourse.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 3/15/25	Continued supported planning of aligned AT structures into unit and lesson plans.	ILT- Archer	PLC time	
By 3/30/25	AT walkthrough quarterly data review for k-4 and 5-8	ILT - Archer	People, Time	
By 3/15/25	Create and schedule AT PD for 3 rd marking period during PLC time based on walkthrough data.	ILT - Archer	People, Time	
By 3/15/25	Analyze quarterly data	ILT - Archer	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Accountable Talk Walkthroughs	60% of teachers will implement AT structures and power standards	
	Lesson Plan Reviews using Feedback Tool	55% of teacher lesson plans will include universal elements that include a focus on power standards	
3/15/25	Midyear NWEA data in ELA and Mathematics	Proficiency rates increase 5% from BOY	

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: Archer
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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 5/30/25	Continued supported planning of aligned AT structures into unit and lesson plans.	ILT - Archer	PLC Time	
By 5/30/25	AT walkthrough quarterly data review for k-4 and 5-8	ILT - Archer	People, Time	
By 4/1/25	Create and schedule AT PD for 4 th marking period during PLC time based on walkthrough data.	ILT - Archer	People, Time	
By 5/30/25	Analyze quarterly data	ILT - Archer	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Accountable Talk Walkthroughs	75% of teachers will implement AT structures and power standards	
	Lesson Plan Reviews using Feedback Tool	85% of teacher lesson plans will include universal elements that include a focus on power standards	
5/30/25	EOY NWEA data in ELA and Mathematics	Increase of 5% proficiency from MOY results	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Farwell/ Constantino
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the needs assessment, 2023-24 lesson plan review data led us to determine that lesson planning that does not meet the needs of diverse learners is a root cause of not achieving academic commitment #1.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Last year, we had baseline PD in unit and lesson planning through IB structures. This year, we are expanding this strategy to include planning for rigor, high expectations, and differentiation.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/15/24	Identify required lesson planning elements with identified power standards per grade level.	ILT - Archer	document	
By 8/15/24	Identify required unit planning elements with identified power standards per grade level and IB requirements.	ILT - Archer	document	
By 8/25/24	Create lesson planning feedback metrics for K-4 & 5-8	ILT - Archer	document	
By 8/25/24	Create a Schedule lesson and unit planning PD/ support during PLC time	ILT - Archer	document	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/4/24	Lesson & Unit plan elements that will leverage power standards identified	Lesson Plan Feedback Tool (incorporating lesson plan & unit planning and power standards)	
9/4/24	Lesson Plan Reviews using Feedback tool	40% of teacher lesson plans will include universal elements that include a focus on power standards	
9/4/24	Lesson Planning PD Attendance Sheets	100% of staff attended lesson planning PD	
10/31/24	Baseline NWEA fall data for ELA and Mathematics	Increase of 5% proficiency compared to fall 2023	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Support planning of required elements in lesson and unit plans	ILT - Archer	PLC Time	
By 12/15/24	Support Lesson planning quarterly data review for k-4 and 5-8	ILT - Archer	People, Time	
By 11/1/24	Create PLC schedule for 2 nd marking period is created and scheduled based on data	ILT - Archer	People, Time	
By 11/1/24	Create and schedule planning PD for 2 nd marking period during PLC time based on walkthrough data.	ILT - Archer	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
	Lesson Plan Reviews	55% of teacher lesson plans will include universal elements that include a focus on power standards	
12/15/24	PLC schedule for 3 rd marking period is created and scheduled based on data	PLC Schedule	
12/15/24	Baseline DIBELS/ MAZE data for grades K-2	+ 3% increase from fall 2023	

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

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

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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 2/1/24	Support planning of required elements in lesson and unit plans	ILT - Archer	People, PLC Time	
By 3/15/24	Support Lesson planning quarterly data review for k-4 and 5-8	ILT - Archer	People, Time	
By 3/15/25	Create and schedule planning PD for 3 rd marking period during PLC time based on walkthrough data.	ILT - Archer	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/25/25	Lesson Plan Reviews using protocol	70% of teacher lesson plans will include universal elements that include a focus on power standards	
3/15/25	PLC schedule for 4 th marking period is created and scheduled based on data	PLC Schedule	
3/15/25	Midyear NWEA data in ELA and Mathematics	Proficiency increase of 5% from BOY	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Farwell/ Constantino
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
During the needs assessment, 2023-24 lesson plan review data led us to determine that lesson planning that does not meet the needs of diverse learners is a root cause of not achieving academic commitment #1.

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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
4/1/25	Support planning of required elements in lesson and unit plans	ILT - Archer	PLC Time	
5/30/25	Support Lesson planning quarterly data review for k-4 and 5-8	ILT - Archer	People, Time	
4/15/25	Create and schedule planning PD for 4 th marking period during PLC time based on walkthrough data.	ILT - Archer	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Lesson Plan Reviews using protocol	85% of teacher lesson plans will include universal elements that include a focus on power standards	
5/30/25	EOY NWEA data in ELA and Mathematics	Increase of 5% proficiency from MOY results	

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: Farwell
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refined strategy. Roberts has created a structure in 2023-24 for PLC work. This year we will tightly align our structure with our SCEP goals.

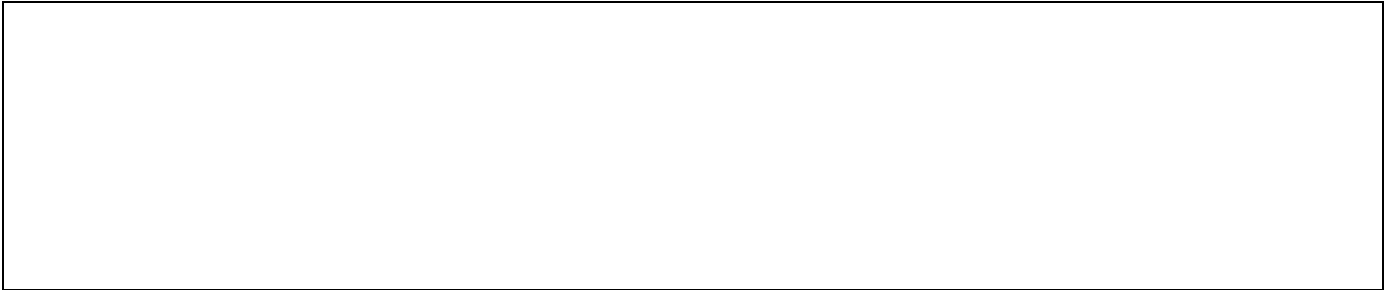
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/1/24	Revise the Roberts PK-8 School’s mission and purpose is to ensure student learning.	Admin Benedetto	Document- Roberts created	
By 8/10/24	Develop common language around PLC’s	Admin Benedetto	People, Time	
By 8/15/24	Form a guiding coalition	Administration Benedetto	document - Roberts created	
By 8/20/24	Organize PLTs for regular collaboration and schedule collaborative planning time for grade levels or subject areas (All instructional staff members) Design structure for common planning and team goal setting.	Coaches SLT Administration Benedetto	document - Roberts created	
By 8/25/24	Implement common planning time with set norms.	Teacher Admin Coaches Benedetto	Designated time available for all teachers and staff members	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Calendar of planning time to share with departments for support	PLC Meeting Calendar	
9/30/24	Building PD plan with assets and next steps	Building Wide PD Plan	
9/30/24	PLC Meeting Minutes will include: <ul style="list-style-type: none"> Meeting NORMS PLC protocol Grade level power standards in ELA and Math for units in November and December. Identify what proficient student work should look like at specific grade level. 	60% of PLCs will have required components of effective PLC meetings	
10/31/24	Baseline NWEA fall data for ELA and Mathematics	+ 5% increase from fall 2023	

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



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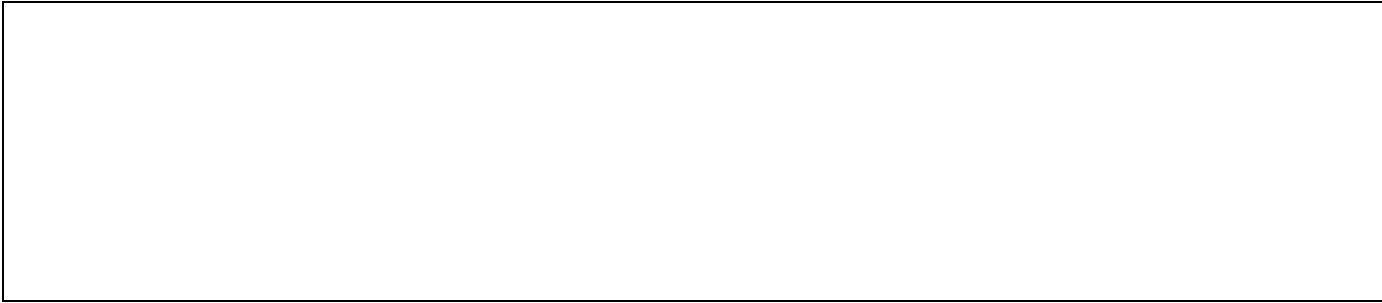
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 12/1/24	Implement effective Tier 1 instruction – Unpacking units. Working in collaborative teams, Next Gen Standards, state standards and power standards to support instruction.	Coaches Teachers Benedetto	PD CPT	
By 12/1/24	Implement assessment of student work protocol using PLC Data Protocol.	Coaches Teacher Benedetto	PLC	
By 12/15/24	Analyze student data	Coaches Teacher Benedetto	PD PLC CPT	
By 12/15/24	Review lesson plan data quarterly	ILT Benedetto	People, Time	
By 12/15/24	Review walkthrough data quarterly	ILT Benedetto	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	Lesson plan feedback to address plans for tier 1	Progress in alignment of standards and lesson planning execution	
12/15/24	Walkthrough data	Progress in teacher planning and instruction PD observably implemented 40% of time during walkthroughs	
12/15/24	PLC Meeting Minutes will include: <ul style="list-style-type: none"> Meeting NORMS PLC protocol Grade level power standards in ELA and Math for units in November and December. Identify what proficient student work should look like at specific grade level. 	70% of PLCs will have required components of effective PLC meetings	
12/15/24	Baseline DIBELS/ MAZE data for grades K-2	+ 3% increase from fall 2023	

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: Farwell
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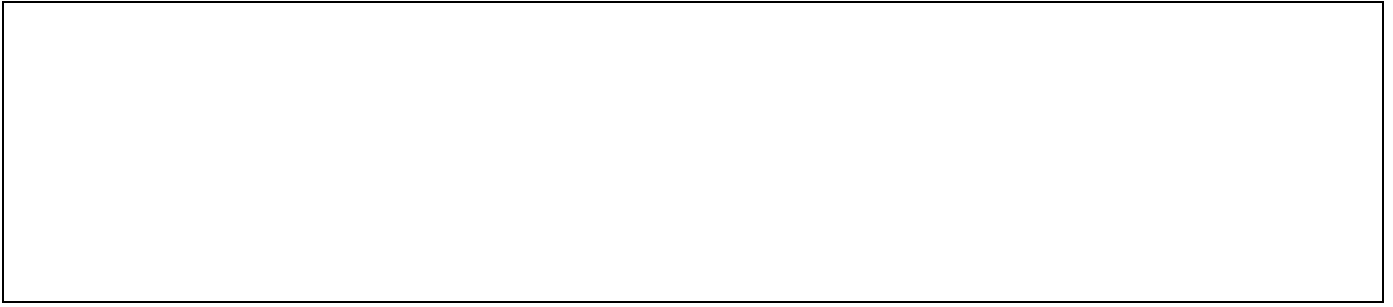
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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Implement effective Tier 1 instruction – Unpacking units. Working in collaborative teams, Next Gen Standards, state standards and power standards to support instruction.	Coaches Benedetto	PLC Time	
By 1/15/25	Implement assessment of student work protocol using PLC Data Protocol.	Coaches Benedetto	PLC Time	
By 1/17/25	Determine what student data is showing us and create a plan to support student achievement.	Coaches Benedetto	PLC Time	
By 3/15/25	Review lesson plan data quarterly	ILT Benedetto	People, Time	
By 3/15/25	Review walkthrough data quarterly	ILT Benedetto	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Lesson plan feedback to address plans for tier 1	Progress in alignment of standards and lesson planning execution	
3/15/25	PLC Meeting Minutes will include: <ul style="list-style-type: none"> Meeting NORMS PLC protocol Grade level power standards in ELA and Math for units in November and December. Identify what proficient student work should look like at specific grade level. 	80% of PLCs will have required components of effective PLC meetings	
3/15/25	Walkthrough data	Progress in teacher planning and instruction PD observably implemented 65% of time during walkthroughs	
3/15/25	Reteaching plans	Intervention and planned re-teaching based on common assessment	
3/15/25	Mid year NWEA data in ELA and Math	+ 5% increase from fall 2023	

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: Farwell

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

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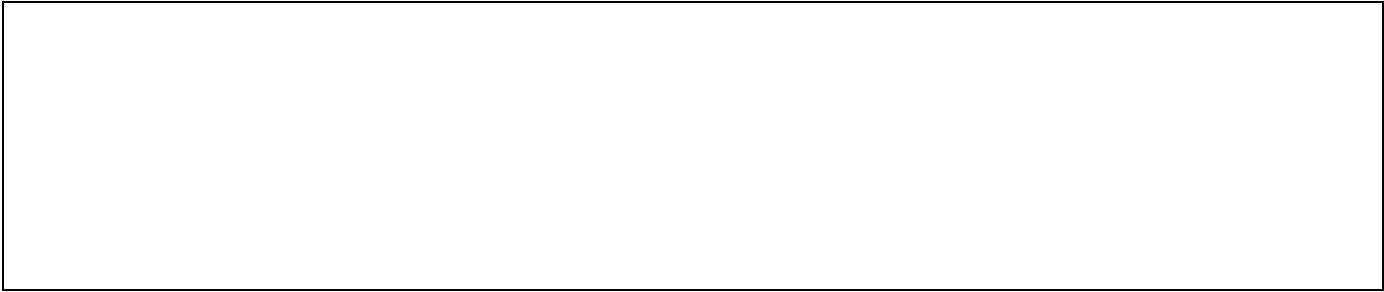
IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/25	Implement effective Tier 1 instruction – Unpacking units. Working in collaborative teams, Next Gen Standards, state standards and power standards to support instruction.	Coaches Benedetto	PLC Time	
By 4/15/25	Implement assessment of student work protocol using PLC Data Protocol.	Coaches Benedetto	PLC Time	
By 4/20/25	Determine what student data is showing us and create a plan to support student achievement.	Coaches Benedetto	PLC Time	
By 5/30/25	Review lesson plan data quarterly	ILT Benedetto	People, Time	
By 5/30/25	Review walkthrough data quarterly	ILT Benedetto	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Lesson plan feedback to address plans for tier 1	Progress in alignment of standards and lesson planning execution	
5/30/25	Walkthrough data	Progress in teacher planning and instruction PD observably implemented 75% of time during walkthroughs	
5/30/25	Reteaching plans	Intervention and planned re-teaching based on common assessment	
5/30/25	EOY NWEA data in ELA and Math	+ 5% increase from MOY	
5/30/25	PLC Meeting Minutes will include: <ul style="list-style-type: none"> Meeting NORMS PLC protocol Grade level power standards in ELA and Math for units in November and December. Identify what proficient student work should look like at specific grade level. 	90% of PLCs will have required components of effective PLC meetings	

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

School Lead: Farwell

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

During the needs assessment, the walkthrough and lesson planning review data led us to believe that teachers are not planning formative checks for understanding and not responding in the moment when students indicate they do not understand.

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

This is an expanded strategy. Last year we focused on broad Tier 1 needs. This year we are focusing explicitly on Formative Assessment in Tier 1.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/10/24	Identifying power standards for Math and ELA in grades K-5. Identify power standards for ELA and Math in grades 6-8.	Coaches Benedetto	Document - Roberts created	
By 8/10/24	Create formative assessment walkthrough indicators.	Coaches Benedetto	Document - Roberts created	
By 8/20/24	Develop common formative assessments for the first marking period per grade level.	ILT Benedetto	Document - Roberts created	
By 8/25/24	Schedule PLC time for collaborative assessment analysis of student work	ILT Benedetto	Document - Roberts created	
By 8/30/24	Develop and schedule PD for formative assessment during PLC time	ILT Benedetto	Schedule	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Walkthrough indicator for FA	25% of walkthroughs confirm formative assessment practices are taking place	
9/30/24	Common FA developed for each grade	Common assessments per grade level and scheduled for specific window.	
9/30/24	FA PD scheduled for PLC time	10 week roll out of FA PD and time to analyze student work	
10/31/24	Baseline NWEA fall data for ELA and Mathematics	+ 3% increase from fall 2023	

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	School Lead: Farwell
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, the walkthrough and lesson planning review data led us to believe that teachers are not planning formative checks for understanding and not responding in the moment when students indicate they do not understand.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is an expanded strategy. Last year we focused on broad Tier 1 needs. This year we are focusing explicitly on Formative Assessment in Tier 1.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Measure power standards for Math and ELA in grades K-5 and in ELA and Math in grades 6-8. Aligned with common FA	Coaches Benedetto	People, Time	
By 11/1/24	Issue feedback on formative assessment walkthrough indicators.	Admin Benedetto	People, Time	
By 11/1/24	Issue common formative assessments for the first marking period per grade level.	ILT Benedetto	People, Time	
By 11/15/24	Collaborate in PLC time for collaborative assessment analysis of student work	Coaches Teachers Benedetto	PLC Time	
By 11/1/24	Facilitate PD for formative assessment during PLC time	ILT Benedetto	PLC Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	Walkthrough indicator for FA	40% of walkthroughs confirm formative assessment is taking place	
12/15/24	Common FA developed for each grade	Data based re-teaching for students connected to power standards	
12/15/24	FA PD scheduled for PLC time	Implementation of FA strategies in planning and instruction	
12/15/24	Baseline DIBELS/ MAZE data for grades K-2	+ 3% increase from fall 2023	

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

School Lead: Farwell

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

In the needs assessment, the walkthrough and lesson planning review data led us to believe that teachers are not planning formative checks for understanding and not responding in the moment when students indicate they do not understand.

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

This is an expanded strategy. Last year we focused on broad Tier 1 needs. This year we are focusing explicitly on Formative Assessment in Tier 1.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Measure acquisition of power standards for Math and ELA in grades K-5 and in ELA and Math in grades 6-8. Aligned with common FA	Coached Teachers Benedetto	People, Time	
By 1/15/25	Issue feedback on formative assessment walkthrough indicators.	Admin Benedetto	People, Time	
By 3/15/25	Issue common formative assessments for the third marking period per grade level.	ILT Benedetto	People, Time	
By 3/20/25	Collaborate in PLC time for collaborative assessment analysis of student work	ILT Benedetto	PLC Time	
By 3/15/25	Facilitate PD for formative assessment during PLC time	ILT Benedetto	PLC Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Updated Walkthrough indicator for FA	60% of walkthroughs confirm formative assessment is taking	
3/15/25	Common FA developed for each grade	Data based re-teaching for students connected to power standards	
3/15/25	FA PD scheduled for PLC time	Implementation of FA strategies in planning and instruction	
3/15/25	Mid-year NWEA data in ELA and Mathematics	+5% increase in proficiency from BOY	

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

School Lead: Farwell

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

In the needs assessment, the walkthrough and lesson planning review data led us to believe that teachers are not planning formative checks for understanding and not responding in the moment when students indicate they do not understand.

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

This is an expanded strategy. Last year we focused on broad Tier 1 needs. This year we are focusing explicitly on Formative Assessment in Tier 1.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/25	Measure acquisition of power standards for Math and ELA in grades K-5 and in ELA and Math in grades 6-8. Aligned with common FA	Coaches Benedetto	People, Time	
By 4/1/25	Issue feedback on formative assessment walkthrough indicators.	Admin Benedetto	People, Time	
By 4/30/25	Issue common formative assessments for the 4 th marking period per grade level.	ILT Benedetto	People, time	
By 5/1/25	Collaborate in PLC time for collaborative assessment analysis of student work	ILT Benedetto	PLC Time	
By 5/1/25	Facilitate PD for formative assessment during PLC time	ILT	PLC Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Updated Walkthrough indicator for FA	80% of walkthroughs confirm formative assessment is taking place	
5/30/25	Common FA developed for each grade	Data based re-teaching for students connected to power standards	
5/30/25	FA PD scheduled for PLC time	Implementation of FA strategies in planning and instruction	
5/30/25	EOY NWEA data in ELA and Mathematics	+5% in proficiency from MOY	

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

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

Key Strategy 1: Intentional Welcoming School/ Classroom environment	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

In the needs assessment, Panorama data suggests that students are, especially at the 6-8 level, not feeling a sense of belonging at Roberts.

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

This is a refined strategy. Last year we created a structure for SEL. This year we will create universal expectations of SEL and monitor them regularly.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/1/24	Create universal expectations for K-4 and 5-8 for creating a welcoming and affirming environment	Support Staff Redfearn	Documents- Roberts created	
By 8/15/24	Allocate funds for calming corner add-ons/ revisions	Admin Redfearn	document - Roberts created, budget	
By 8/20/24	Schedule quarterly classroom environment checks using universal expectations	Admin Redfearn	document - Roberts created	
8/25/24	Develop communication points about welcoming and creating a positive environment	Support Staff Redfearn	document - Roberts created	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Document of indicators created and communicated to staff	Implementation of indicators in classroom environment 25% of classrooms meeting all indicator	
9/30/24	Classroom environment check created and scheduled	Application of universal expectations for classroom environment 25% of all classrooms	

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: Intentional Welcoming School/ Classroom environment	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
In the needs assessment, Panorama data suggests that students are, especially at the 6-8 level, not feeling a sense of belonging at Roberts.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a refined strategy. Last year we created a structure for SEL. This year we will create universal expectations of SEL and monitor them regularly.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24	Monitor universal expectations for K-4 and 5-8 for creating a welcoming and affirming environment	Admin Support Staff Redfearn	People, Time	
11/15/24	Provide additional suggestions for welcoming and creating a positive environment monthly in weekly update	Admin Support Staff Redfearn	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1	Walkthrough completed for quarterly check for environment expectations	Implementation of indicators in classroom environment with 45% of classrooms meeting indicators	
12/15/24	Implementation of additional suggestions in classrooms	Application of universal expectations for classroom environment 45% of all classrooms	

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

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

Key Strategy 1: Intentional Welcoming School/ Classroom environment	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
In the needs assessment, Panorama data suggests that students are, especially at the 6-8 level, not feeling a sense of belonging at Roberts.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a refined strategy. Last year we created a structure for SEL. This year we will create universal expectations of SEL and monitor them regularly.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Monitor universal expectations for K-4 and 5-8 for creating a welcoming and affirming environment	Admin Support staff Redfearn	People, Time	
By 1/15/25	Provide additional suggestions for welcoming and creating a positive environment monthly in weekly update	Admin Support staff Redfearn	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Walkthrough completed for quarterly check for environment expectations	65% of classrooms meeting all indicator	
3/15/25	Implementation of additional suggestions in classrooms	Application of universal expectations for classroom environment 65% of all classrooms	

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

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

Key Strategy 1: Intentional Welcoming School/ Classroom environment	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
In the needs assessment, Panorama data suggests that students are, especially at the 6-8 level, not feeling a sense of belonging at Roberts.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a refined strategy. Last year we created a structure for SEL. This year we will create universal expectations of SEL and monitor them regularly.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/24	Monitor universal expectations for K-4 and 5-8 for creating a welcoming and affirming environment	Admin Redfearn	People, time	
By 4/30/25	Provide additional suggestions for welcoming and creating a positive environment monthly in weekly update	Support staff Admin Redfearn	People, time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Walkthrough completed for quarterly check for environment expectations	85% of classrooms meeting all indicators	
5/30/25	Implementation of additional suggestions in classrooms	Application of universal expectations for classroom environment 85% of all classrooms	

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

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

Key Strategy 2: Implementing an Effective Attendance team	School Lead: Thompson
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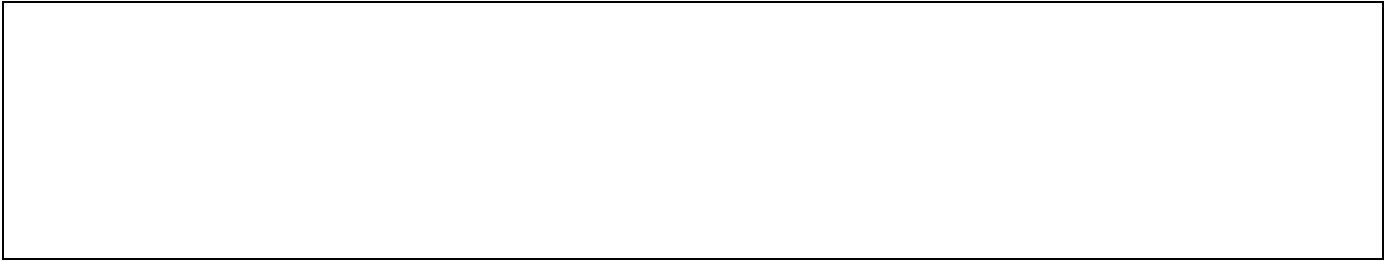
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, we determined that the lack of an efficient and effective attendance team is a root cause of 46% of our students being chronically absent.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refined strategy. Last year we created an attendance team. This year we will create daily structures that focus of student attendance.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/1/24	Contact all families whose students had poor attendance for the previous year in hopes of determining the reason for the absences.	Support staff Redfearn	Time, document - Roberts created	
By 9/30/24	Provide teachers with a step-by-step protocol of addressing absences.	Support staff Redfearn	document - Roberts created	
By 9/4/24	Create and provide a daily report to attendance team of students with names of students who have attendance concerns	Support staff Redfearn	document - Roberts created	
By 8/25/24	Define roles for each team member, including admin directly contacting staff who have not taken attendance	Attendance team Redfearn	document - Roberts created	
By 8/30/24	Schedule daily attendance team meeting at 10:00 am	Admin Redfearn	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Regular communication about students with >3 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
9/30/24	Daily monitoring of attendance-by-attendance team	Decreases in absences and increase of effectiveness of attendance team 10% decrease in absence as compared to same time last year	
9/30/24	Improved attendance compared to this marking period last year	Increase in student attendance and accurate attendance daily by 10% compared to 2023	

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



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

Key Strategy 2: Implementing an Effective Attendance Team	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, we determined that the lack of an efficient and effective attendance team is a root cause of 46% of our students being chronically absent.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refined strategy. Last year we created an attendance team. This year we will create daily structures that focus of student attendance.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	Attendance team Redfearn	People, Time	
By 11/1/24	Schedule daily attendance team meeting at 10:00 am for the quarter	Admin Redfearn	People, Time	
By 11/15/24	Schedule quarterly Data meeting to compare CA 2023 with CA 2024	Admin Redfearn	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	Regular communication about students with >5 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
12/15/24	Daily monitoring of attendance by attendance team	Decreases in absences and increase of effectiveness of attendance team 15% decrease in absence as compared to same time last year	
12/15/24	Improved attendance compared to this marking period last year	Increase in student attendance and accurate attendance daily by 15% compared to 2023	

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

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

Key Strategy 2: Implementing an Effective Attendance team	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, we determined that the lack of an efficient and effective attendance team is a root cause of 46% of our students being chronically absent.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refined strategy. Last year we created an attendance team. This year we will create daily structures that focus on student attendance.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	Attendance team Redfearn	People, time	
By 1/1/25	Schedule daily attendance team meeting at 10:00 am for the quarter	Admin Redfearn	People, time	
2/15/25	Schedule quarterly Data meeting to compare CA 2023 with CA 2024	Admin Redfearn	People, time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Regular communication about students with >7 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
3/15/25	Daily monitoring of attendance by attendance team	Decreases in absences and increase of effectiveness of attendance team 20% decrease in absence as compared to same time last year	
3/15/25	Improved attendance compared to this Marking period last year	Increase in student attendance and accurate attendance daily by 20% compared to 2023	

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

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

Key Strategy 2: Implementing an Effective Attendance Team	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, we determined that the lack of an efficient and effective attendance team is a root cause of 46% of our students being chronically absent.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refined strategy. Last year we created an attendance team. This year we will create daily structures that focus of student attendance.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/25	Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	Attendance team Redfearn	People, time	
By 4/1/25	Schedule daily attendance team meeting at 10:00 am for the quarter	Admin Redfearn	People, time	
By 4/15/25	Schedule quarterly Data meeting to compare CA 2023 with CA 2024	Admin Redfearn	People, time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Regular communication about students with >8 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
5/30/25	Daily monitoring of attendance by attendance team	Decreases in absences and increase of effectiveness of attendance team 25% decrease in absence as compared to same time last year	
5/30/25	Improved attendance compared to this marking period last year	Increase in student attendance and accurate attendance daily by 25% compared to 2023	

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: Multi-Tiered System of Supports (MTSS)	School Lead: Thompson
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?

Based on school wide data we reviewed during our needs assessment, NWEA data indicates that subgroups are underperforming. The root cause has been determined to be lack of effective intervention.

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

This is a refinement strategy. Last year we created a system for MTSS. This year we will target effective differentiation and progress monitoring.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/15/24	Create MTSS Committee	Admin-Thompson	Document- Roberts created	
By 8/20/24	Create walkthrough indicators for Differentiation and small group instruction in the classroom	ILT Thompson	Document - Roberts created	
By 8/25/24	Create communication structures for Tier 3 interventionists and classroom teachers	ILT Thompson	Document - Roberts created	
By 8/28/24	Create schedule for intervention screening: MAZE, DIBELS	ILT Thompson	Document - Roberts created	
By 8/30/24	Plan and schedule ongoing training and support for differentiated instruction	ILT Thompson	Document - Roberts created	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	MTSS committee meets weekly: academic, behavior, attendance	100% of SIT Meeting agendas will include names of students with academic, behavior, or attendance focus	
9/30/24	Monitor differentiation using walkthrough tool	25% of classrooms meeting indicator for differentiation	
9/30/24	Facilitate differentiation PD during PLC time	100% of classroom teachers attend differentiation PLC	

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

Teachers will receive training in specific techniques in small group, differentiated instruction as well as on-going support to implement and utilize the strategies.

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

Key Strategy 1: Multi-Tiered System of Supports (MTSS)	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, NWEA data indicates that subgroups are underperforming. The root cause has been determined to be lack of effective intervention.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refinement strategy. Last year we created a system for MTSS. This year we will target effective differentiation and progress monitoring.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Revise and communicate Walkthrough indicators for SEL grades 5-8 based on data	MTSS team Thompson	document - Roberts created	
By 11/1/24	Monitor indicators for differentiation and small group instruction in Tier 1 classrooms	Admin Thompson	People, time	
By 11/1/24	Facilitate communication meetings between interventionists and classroom teachers during PLC time	MTSS team Thompson	People, time	
By 12/15/24	Facilitate walkthrough data meeting for SEL and differentiation	ILT Thompson	People, time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	MTSS committee meets weekly: academic, behavior, attendance	100% of SIT Meeting agendas will include names of students with academic, behavior, or attendance focus	
12/15/24	Monitor differentiation and SEL using walkthrough tool	40% of classrooms meeting indicator for differentiation	
12/15/24	Walkthrough data used to target and differentiate PD for staff	100% of classroom teachers attend differentiation PLC differentiated for staff specific needs	

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

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

Key Strategy 1: Multi-Tiered System of Supports (MTSS)	School Lead: Thompson
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, NWEA data indicates that subgroups are underperforming. The root cause has been determined to be lack of effective intervention.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refinement strategy. Last year we created a system for MTSS. This year we will target effective differentiation and progress monitoring.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Revise and communicate Walkthrough indicators for SEL grades 5-8 based on data	MTSS team Thompson	People, Time	
By 1/15/25	Monitor indicators for differentiation and small group instruction in Tier 1 classrooms	Admin Thompson	People, Time	
By 1/15/25	Facilitate communication meetings between interventionists and classroom teachers during PLC time	MTSS team Thompson	People, Time	
By 3/15/25	Facilitate walkthrough data meeting for SEL and differentiation	ILT Thompson	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	MTSS committee meets weekly: academic, behavior, attendance	100% of SIT Meeting agendas will include names of students with academic, behavior, or attendance focus	
3/15/25	Monitor differentiation and SEL using walkthrough tool	Increase in teachers meeting differentiation and SEL metric (s) 60% of classrooms meeting indicator for differentiation	
3/15/25	Walkthrough data used to target and differentiate PD for staff	100% of classroom teachers attend differentiation PLC differentiated for staff specific needs	

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: Multi-Tiered System of Supports (MTSS)	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In the needs assessment, NWEA data indicates that subgroups are underperforming. The root cause has been determined to be lack of effective intervention.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is a refinement strategy. Last year we created a system for MTSS. This year we will target effective differentiation and progress monitoring.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/25	Revise and communicate Walkthrough indicators for SEL grades 5-8 based on data	MTSS team Thompson	People, Time	
By 4/1/25	Monitor indicators for differentiation and small group instruction in Tier 1 classrooms	Admin Thompson	People, Time	
By 4/20/25	Facilitate communication meetings between interventionists and classroom teachers during PLC time	MTSS team Thompson	People, Time	
By 5/15/25	Facilitate walkthrough data meeting for SEL and differentiation	ILT Thompson	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	MTSS committee meets weekly: academic, behavior, attendance	100% of SIT Meeting agendas will include names of students with academic, behavior, or attendance focus	
5/30/25	Monitor differentiation and SEL using walkthrough tool	Increase in teachers meeting differentiation and SEL metric (s); 75% of classrooms meeting indicator for differentiation	
5/30/25	Walkthrough data used to target and differentiate PD for staff	100% of classroom teachers attend differentiation PLC differentiated for staff specific needs	

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

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

Key Strategy 2: Implementing and Effective Student Intervention Team (SIT)	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the needs assessment, our SIT data has led us to believe students do not grow during the SIT process. The root cause of this is believed to be the effectiveness of the SIT process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is an expansion strategy. Last year we had a structure for SIT. This year we will create intentional focus on behavior, attendance, and academics.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 8/1/24	Create schedule for weekly SIT with a different BAG focus each week	Admin Thompson	document - Roberts created	
By 8/5/24	Define roles and determine who should be part of each meeting with team B- CBO A- Social Workers G- coaches and counselors	Admin Thompson	document - Roberts created	
By 8/10/24	Create opening PD for staff to introduce new SIT process and expectations	SIT team Thompson	Document/ ppt - Roberts created	
By 8/15/24	Create norms for SIT meetings	SIT team & Admin Thompson	document - Roberts created	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Evidence of time set aside weekly for SIT on calendar	100% of Weekly SIT meetings with targeted focus (BAG)	
9/30/24	Efficient, on task meetings due to role definition	15% of Students move through the SIT process successfully	
9/30/24	Universal buy-in to the SIT process	SIT meetings are attended by 100% of required attendees	

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

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

Key Strategy 2: Implementing and Effective Student Intervention Team (SIT)	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the needs assessment, our SIT data has led us to believe students do not grow during the SIT process. The root cause of this is believed to be the effectiveness of the SIT process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is an expansion strategy. Last year we had a structure for SIT. This year we will create intentional focus on behavior, attendance, and academics.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 11/1/24	Implement schedule for weekly SIT with a different BAG focus each week	Admin Thompson	People, Time	
By 12/15/24	Monitor progress of students in SIT process quarterly to identify barriers to movement	SIT team Thompson	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/15/24	Evidence of time set aside weekly for SIT on calendar	100% of Weekly SIT meetings with targeted focus (BAG)	
12/15/24	Focused, on-topic meetings	25% of Students move through the SIT process successfully	
12/15/24	Revisions of SIT plans for students who are not moving through process	100% of plans for students who have not moved through SIT process are revised	

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

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

Key Strategy 2: Implementing and Effective Student Intervention Team (SIT)	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the needs assessment, our SIT data has led us to believe students do not grow during the SIT process. The root cause of this is believed to be the effectiveness of the SIT process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is an expansion strategy. Last year we had a structure for SIT. This year we will create intentional focus on behavior, attendance, and academics.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 1/1/25	Implement schedule for weekly SIT with a different BAG focus each week one	Admin Thompson	People, Time	
By 3/15/25	Monitor progress of students in SIT process quarterly to identify barriers to movement	SIT Team Thompson	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/25	Evidence of time set aside weekly for SIT on calendar	100% of Weekly SIT meetings with targeted focus (BAG)	
3/15/25	Focused, on-topic meetings	40 % of Students move through the SIT process successfully	
3/15/25	Revisions of SIT plans for students who are not moving through process	100% of plans for students who have not moved through SIT process are revised	

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: Implementing and Effective Student Intervention Team SIT	School Lead: Thompson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the needs assessment, our SIT data has led us to believe students do not grow during the SIT process. The root cause of this is believed to be the effectiveness of the SIT process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 This is an expansion strategy. Last year we had a structure for SIT. This year we will create intentional focus on behavior, attendance, and academics.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 4/1/25	Implement schedule for weekly SIT with a different BAG focus each week	SIT Team Thompson	People, Time	
By 5/30/25	Monitor progress of students in SIT process quarterly to identify barriers to movement	Admin Thompson	People, Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/25	Evidence of time set aside weekly for SIT on calendar	100% of Weekly SIT meetings with targeted focus (BAG)	
5/30/25	Focused, on-topic meetings	60 % of Students move through the SIT process successfully	
5/30/25	Revisions of SIT plans for students who are not moving through process	100% of plans for students who have not moved through SIT process are revised	

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.	75% Strongly Agree/Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	75% Strongly Agree/Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	75% Strongly Agree/Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	75% Strongly Agree/Agree	
5	It was evident that our school focused on numeracy and literacy.	75% Strongly Agree/Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	75% Strongly Agree/Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	75% Strongly Agree/Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	75% Strongly Agree/Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	75% Strongly Agree/Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	75% Strongly Agree/Agree	

	Student Survey Questions (Grades 3-5) (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	2024-25 Actual Results
1	How positive or negative is the energy of the school? (SC1)	66% Favorable	72% favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	38% Favorable	45% favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	71% Favorable	80% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	19% Favorable	25% favorable	
5	How often do students get into physical fights at your school? (SS2)	32% Favorable	40% Favorable	
6	How often do you worry about violence at your school? (SS4)	39% Favorable	45% Favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	48% Favorable	55% Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	67% Favorable	75% favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?	64% Favorable	75% Favorable	
10	How respectful is your teacher towards you? (TSR4)	84% Favorable	90% Favorable	

	Student Survey Questions (Grades 6-12) (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	2024-25 Actual Results
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	52% Favorable	65% Favorable	
2	How positive or negative is the energy of your school? (SC1)	29% Favorable	35% Favorable	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	28% Favorable	35% Favorable	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	27% Favorable	35% Favorable	
5	How often are people disrespectful to others at your school? (SS1)	12% Favorable	18% Favorable	
6	How often do students get into physical fights at your school? (SS2)	19% Favorable	25% Favorable	
7	How often do you worry about violence at your school? (SS4)	40% Favorable	45% Favorable	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	37% Favorable	50% Favorable	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	42% Favorable	50% Favorable	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	41% Favorable	50% 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)	79% Favorable	85% Favorable	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	87% Favorable	90% 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)	91% Favorable	95% 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% Favorable	90% Favorable	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	91% Favorable	95% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	53% Favorable	60% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	46% Favorable	55% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	52% Favorable	60% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	38% Favorable	45% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	49% Favorable	55% Favorable	

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Sharon Archer	Principal	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29 6/3, 6/6, 6/14, 6/24, 6/25. 6/26
Lindsay Thompson	Vice Principal	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29 6/3, 6/6, 6/14, 6/24, 6/25 6/26
Phillip Madvak	Science 8	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
James Woodridge	Music/ Chorus	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29 6/26
Amy Phinney	Social Worker	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Kelly Wolfram	AIS/ MTIP	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Hollyann Farwell	Instructional Coach	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26

Cindi Metallo	AIS	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Marissa Mims	CTE/ DEB lead	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Tessa Seymour	Grade 4	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Alea Amyot	Kindergarten/ Special Education	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Kelley Corbett	Family Engagement Specialist	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Leigh Sexton	Social Worker	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Zona Williams	FTO President Grandparent- 2 nd grader	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26
Sheria Walker	Parent- 8 th grader	3/28	4/10	4/11	4/24	5/23, 5/29	5/6	5/14, 5/20, 5/23, 5/29, 6/26

LEARNING AS A TEAM

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

Student Interviews

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

The student interview team collected students' perceptions during in-person interviews. A heterogenous group of students were selected from each grade level. Student focus groups were created and interviewers asked the same set of questions to each group. Younger students were given supports such as rephrasing or simplifying questions to help facilitate understanding. After the interviews, qualitative data was coded and themed to find trends. This data was then used to inform key strategies and identify root causes during the planning process.

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.

NA