2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Institute of Technology @Syracuse Central	A. James Natoli	9-12	LSI

✓ **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	A. James Natoli	Principal
2	Samanatha Maddox	Vice Principal
3	Kateri Connolly	Teacher
4	Ann Marie Furcinito	Data Coach
5	Julia Hallquist	Instructional Coach
6	Jill Satalin	Teacher
7	Thad Sohoski	Library Media Specialist
8	Dave Fraher	Teacher
9	Chris Clappin	Teacher
10	Sharon Stevens	Parent
11	Stacey Snyder	Guidance Counselor
12	Jade Lamontagne	School Counselor
13	Natasha Santiago	Guidance Counselor
14	Shakeia Jones	Parent Liaison/Parent
15	Dr. Althea Henry	Clinical Psychologist
16	Melissa Mendez	Social Worker

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	

	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	**Academic Vocabulary**	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	**Effective PLC Implementation**	E
		2	**School Customized Cell Phone Policy**	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	**Parent Communication Strategy; including Regular Updating of Contact Information**	R
		2	**Implementing an Effective Attendance Team**	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	**Student Mental Health & Wellness**	R
		2	**Social Emotional Learning**	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: Julia Hallquist

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.
Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its efficacy. ITC provided limited Accountable Talk training during the 2023-2024 school year. We will expand this effort to make it a focus more school wide professional development sessions, a focus of our PLCs and to include more frequent and regular walkthroughs giving feedback to teachers.
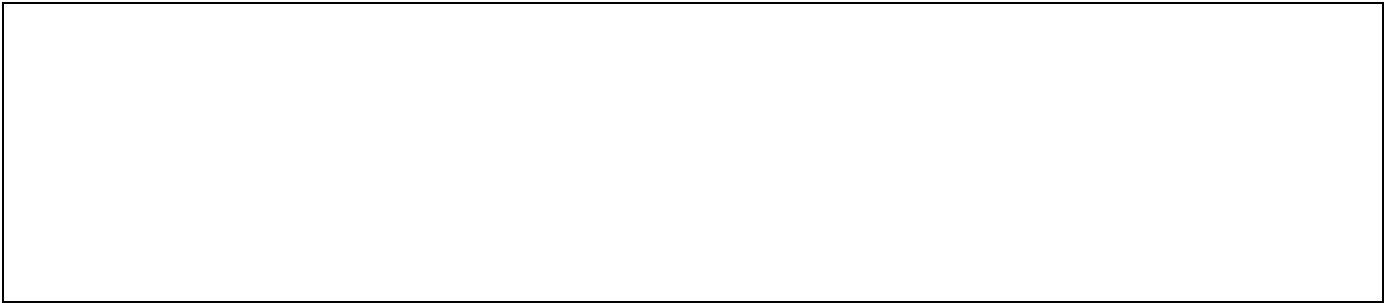
IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August 30	Calendarize collaborative planning time for common grade level or subject areas.	Natoli, Maddox, Hallquist		🟥
9/1-9/15	Adopt/Create a walk-through tool that focuses on student discourse and accountable talk.	Hallquist, SLT		🟥
9/15-10/1	Complete at least one school-wide at least one school-wide walkthrough to obtain a baseline assessment of student discourse/ accountable talk in the building. Collect and analyze other base-line data using district provided tools (classrooms, student experience, teacher reflection).	Natoli, Maddox, Hallquist	District provided tools – AT Classroom indicator tool, asset walk tool, student experience feedback, demand of task tool	🟥
10/1-10/15	Identify areas of focus and integrate the support needed into the school's PD plan.	Natoli, Maddox, Hallquist	District will provide a menu of PD	🟥
9/1-10/31	Provide first PD on Accountable Talk to all staff with staff making a commitment for planning lessons to incorporate opportunities for discussion.	Hallquist, District Coaches	Thinking Through a Lesson Protocol	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	Ratio of teacher talk vs. student talk	Baseline data	
10/31	Base-line data of student artifacts from a sampling of students per grade level and/or content.	Baseline Data	
10/31	Number of collaborative lesson planning meetings for the time frame.	Baseline Data	

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

Key Strategy 1: Accountable Talk	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
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Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its efficacy. ITC provided limited Accountable Talk training during the 2023-2024 school year. We will expand this effort to make it a focus more school wide professional development sessions, a focus of our PLCs and to include more frequent and regular walkthroughs giving feedback to teachers.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
11/1-12/1	Create schedule for and hold guided reflection meetings with individual or small groups of teachers to identify assets and areas of focus of Accountable Talk implementation and set and reflect upon personal short-term and end-of-year goals.	Hallquist, District Coaches	Hallquist, District Coaches, Protocol	🟥
11/1-11/15	Determine appropriate student created artifacts/student work to collect and use as evidence of the Accountable Talk impact (e.g. writing tasks, explanations, and justifications).	SLT		🟥
11/1-12/1	Complete at least one school-wide walkthrough to obtain an assessment of student discourse/ accountable talk in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		🟥
12/1-12/20	Implement additional Accountable Talk PD sessions reviewing accountable talk strategies and showing examples of their use in differing types of classrooms. (May be through PCs.) **Focus on teachers sharing strategies.**	Hallquist, District Coaches		🟥
12/1-12/20	Complete at least one activity that celebrates to progress of the use of accountable talk strategies and wins in classrooms.	Hallquist, SLT		🟥
12/1-12/20	Complete second school-wide at least one school-wide walkthrough to obtain an assessment of student discourse/ accountable talk in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 12/20	Ratio of teacher talk vs. student talk is closer to 50/50 from baseline	Improvement by 15% from baseline	
By 12/20	Base-line data of student artifacts from a sampling of students per grade level and/or content.	Goal will be clarified after artifacts are determined in second action item.	
By 12/20	Number of collaborative lesson planning meetings for the time frame.	90% attendance at collaborative planning meetings	

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.

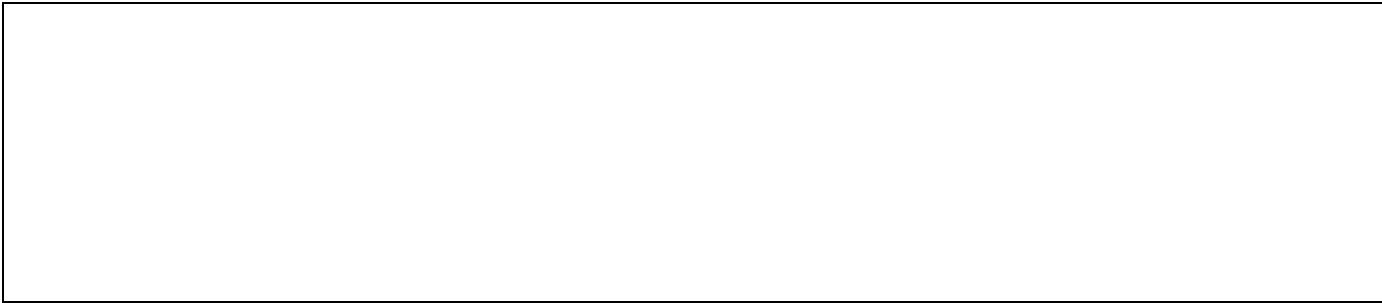| Key Strategy 1: Accountable Talk	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
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Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its efficacy. ITC provided limited Accountable Talk training during the 2023-2024 school year. We will expand this effort to make it a focus more school wide professional development sessions, a focus of our PLCs and to include more frequent and regular walkthroughs giving feedback to teachers.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
2/1-2/28	Implement continued professional learning to deepen knowledge and implementation of AT in the classroom based on walkthrough data and student artifacts. Update the PD plan based on walkthrough data and student artifacts.	Hallquist, District Coaches		
1/1-3/31	Support teacher cycles of collaboration on lesson planning that includes planned student discussion through Accountable Talk and analysis of student artifacts.	Hallquist, District Coaches		
2/1-2/28	Collect and analyze student feedback on their experience in classes.	Hallquist		
2/1-2/28	Complete at least one school-wide at least one school-wide walkthrough to obtain an assessment of the growth of student discourse/ accountable talk in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		
3/1-3/31	Complete at least one school-wide at least one school-wide walkthrough to obtain an assessment of student discourse/ accountable talk in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		
3/1-3/31	Complete at least one activity that celebrates to progress of the use of accountable talk strategies and wins in classrooms.	Hallquist, SLT		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Teacher talk vs. student talk is close to 75/25	Increase by 10% than what was seen in December	
By 3/31	Percent of classes that provide evidence of all three AT features.	More than 50% of classes showing evidence of all three AT features	
By 3/31	Sampling of student artifacts	Increase in the quality of student artifacts (from baseline) or benchmark Data. Goal will be clarified after artifacts are determined in second action item.	

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.

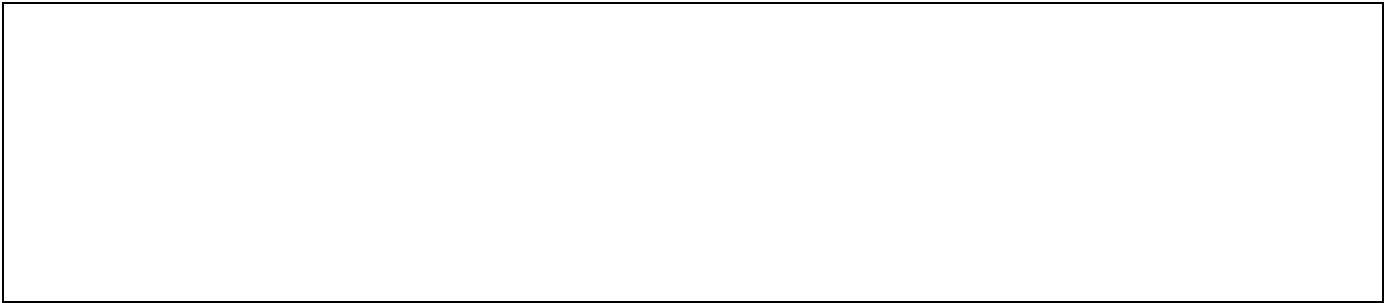| Key Strategy 1: Accountable Talk	School Lead: Hallquist

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.

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Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its efficacy. ITC provided limited Accountable Talk training during the 2023-2024 school year. We will expand this effort to make it a focus more school wide professional development sessions, a focus of our PLCs and to include more frequent and regular walkthroughs giving feedback to teachers.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-4/30	Provide at least one more professional development sessions reviewing accountable talk strategies and showing examples of their use in differing types of classrooms. (May be through PCs.)	Hallquist, District Coaches		
4/1-4/30	Complete at least one school-wide at least one school-wide walkthrough to obtain an assessment of student discourse/ accountable talk in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		
4/1-5/30	Continue to support teachers in the cycle of collaboration on lesson planning that includes planned student discussion through Accountable Talk and analysis of student artifacts.	Hallquist, District Coaches		
5/1-5/30	Generate and analyze student feedback on experience in the classroom.	Hallquist		
4/1-6/10	Complete at least one activity that celebrates to progress of the use of accountable talk strategies and wins in classrooms.	Hallquist, SLT		

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/10	Walkthrough Data	60% of teachers show evidence of all three features of Accountable Talk according to walkthrough data	
By 6/10	Student artifacts	60% of student artifacts show an increase in quality of explanations and justifications	
By 6/10	NYS Regents Exams	75% for ELA, US, Global, Physics, Spanish LOTE B, Earth Science 50% for Algebra I, Geometry, Algebra II, and Biology	

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.

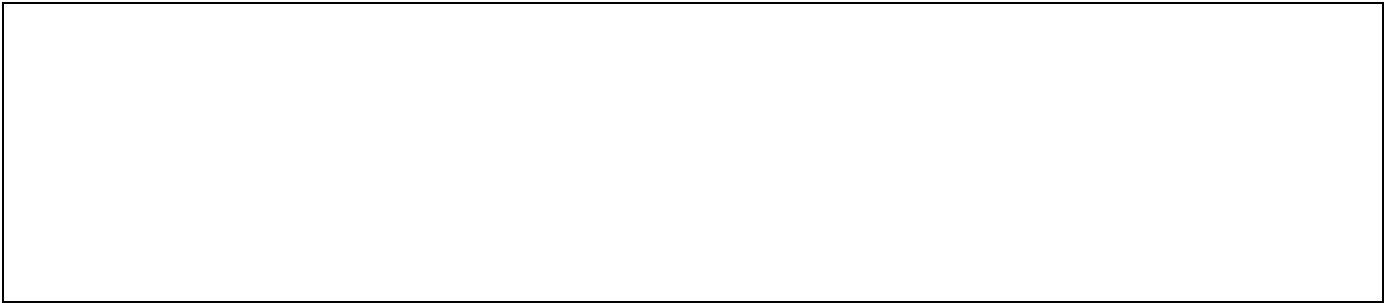| Key Strategy 2: Academic Vocabulary	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On benchmark reflection forms, many teachers cited students not knowing the vocabulary as a primary reason for getting some of the problems incorrect. This was cited as an issue across content areas throughout the building.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/1-10/1	Refine walkthrough tool to include use of academic vocabulary by students and use of academic vocabulary strategies by teachers.	SLT		
9/1-10/1	Complete at least one walkthrough per teacher to assess a baseline for use of academic vocabulary by students (may be done in concert with accountable talk walkthrough), giving feedback to teachers.	Natoli, Maddox, Hallquist		
8/1-10/1	Identify discipline-specific strategies for building Academic Vocabulary (Consult with content Directors to determine best practices by content area.)	Hallquist	Assistance from Content Directors/District Coaches	
10/1-10/15	Identify areas of focus and integrate the support needed into the school's PD plan. (Set up discipline-specific PD opportunities specific for building academic vocabulary)	Natoli, Maddox, Hallquist		
9/1-10/15	Include vocabulary components to unit and common assessments as applicable.	PLTs		
9/1-10/31	Implement at least one Academic Vocabulary PD sessions reviewing discipline specific strategies and showing examples of their use in differing types of classrooms. (May be through PLCs)	Hallquist, District Coaches	Hallquist, District Coaches, Protocol	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 10/1	Refined Walkthrough Tool	A tool that gives good feedback on use of AT in classroom	
By 10/1	Percentage of students using academic vocabulary in the classroom	Baseline data on percentage of students using academic vocabulary	
By 10/1	Percentage of teachers using academic vocabulary strategies	Baseline data on percentage of teachers using academic vocabulary	

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: Academic Vocabulary	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On benchmark reflection forms, many teachers cited students not knowing the vocabulary as a primary reason for getting some of the problems incorrect. This was cited as an issue across content areas throughout the building.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy.

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	Complete a second walkthrough looking for Academic Vocabulary in classrooms (may be done in concert with accountable talk walkthroughs), giving feedback to teachers.	Natoli, Maddox, Hallquist		
11/1-12/20	Implement additional Academic Vocabulary PD sessions reviewing Discipline specific strategies and showing examples of their use in differing types of classrooms. (May be through PLCs.) **Focus on teachers sharing strategies and sharing of artifacts.**	Hallquist, District Coaches		
12/1-12/20	Complete at least one activity that celebrates to progress of the use of academic vocabulary strategies and wins in classrooms.	Hallquist, SLT		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/20	Percentage of students using academic vocabulary in the classroom	An increase in the percentage by at least 15%	
By 12/20	Percentage of teachers using academic vocabulary strategies	An increase in the percentage by at least 15%	

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 2: Academic Vocabulary	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On benchmark reflection forms, many teachers cited students not knowing the vocabulary as a primary reason for getting some of the problems incorrect. This was cited as an issue across content areas throughout the building.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. This is a new key strategy

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
1/1-2/28	Support teacher cycles of collaboration on lesson planning that includes planned student discussion through Academic vocabulary and analysis of student artifacts.	Hallquist, District Coaches		🟥
1/1-2/28	Complete at one walkthrough looking for Academic Vocabulary in classrooms (may be done in concert with accountable talk walkthroughs), giving feedback to teachers.	Natoli, Maddox, Hallquist		🟥
2/1-3/31	Implement continued professional learning to deepen knowledge and implementation of discipline specific Academic Vocabulary strategies in the classroom based on walkthrough data and student artifacts. Update the PD plan based on walkthrough data and student artifacts.	Hallquist, District Coaches		🟥
3/1/3-31	Complete at one walkthrough looking for Academic Vocabulary in classrooms (may be done in concert with accountable talk walkthroughs), giving feedback to teachers.	Natoli, Maddox, Hallquist		🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 3/31	Percentage of students using academic vocabulary in the classroom	An increase in the percentage by at least 15% from December	
By 3/31	Percentage of teachers using academic vocabulary strategies	An increase in the percentage by at least 15% from December	

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: Academic Vocabulary	School Lead: Hallquist

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On benchmark reflection forms, many teachers cited students not knowing the vocabulary as a primary reason for getting some of the problems incorrect. This was cited as an issue across content areas throughout the building.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-4/30	Provide at least one more professional development sessions reviewing academic vocabulary strategies and showing examples of their use in differing types of classrooms. (May be through PCs.)	Hallquist, District Coaches		🟥
4/1-4/30	Complete at least one school-wide walkthrough to obtain an assessment of academic vocabulary in the building, giving feedback to teachers.	Natoli, Maddox, Hallquist		🟥
4/1-5/30	Continue to support teachers in the cycle of collaboration on lesson planning that includes planned student discussion through Academic Vocabulary and analysis of student artifacts.	Hallquist, District Coaches		🟥
By 6/10	Complete at least one activity that celebrates to progress of the use of academic vocabulary strategies and wins in classrooms.	Hallquist, SLT		🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/10	Percentage of students using academic vocabulary in the classroom	75% of teachers use academic vocabulary strategies according to walkthrough data	
6/10	Percentage of teachers using academic vocabulary strategies	75% of student artifacts show an increase in the use of academic vocabulary	
6/25	NYS Regents Exams	75% for ELA, US, Global, Physics, Spanish LOTE B, Earth Science 50% for Algebra I, Geometry, Algebra II, and Biology	

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: Natoli, Hallquist

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.
During the 2023-24 school year we held content specific PLTs, 1-2 times per month after school from 2:05-2:35. We would like to expand our PLC in 2024-25 by creating a guiding coalition, training the guiding coalition on PLCs over the summer, and using the guiding coalition to guide our work over the school year. In addition, we would like to move our PLCs so that they occur as a teacher duty during the day and so that they occur more frequently throughout the school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
By 6/26	Recruit 5-6 teachers to serve on the guiding coalition for ITCs PLC (led by Hallquist).	Natoli/Hallquist		
6/26-8/15	Perform a book study of "Learning by Doing" with the guiding coalition so that the team understand the philosophy and strategies for a successful PLC.	Hallquist	Copies of Learning by Doing, Budget for summer work.	
8/15-9/1	Guiding coalition creates PD plan for introducing the PLC philosophy to staff and training staff on PLC strategies.	Hallquist/ Guiding Coalition		
By 8/15	Create a schedule for PLT's during the day (on teacher duty periods). Schedule should include teachers on each PLT, when they meet, and how often they meet. In addition, schedule content team meetings once per month utilizing district schedule for content meetings.	Natoli		
9/6- 10/1	Complete at least 1 staff-wide professional development introducing the PLC philosophy, vocabulary and strategies to the wider staff including mission and vision.	Hallquist/ Guiding Coalition		
9/6-10/1	All PLTs will meet at least once, creating norms of participation.	Hallquist/ Guiding Coalition/ PLT Leaders		
10/1-10/31	PLTs will meet weekly to assess essential standards and create assessments	PLT Leaders		
10/1-10/31	Guiding coalition meets once to discuss progress of PLTs and set new goals for PLC	Hallquist/ Guiding Coalition		By 12/1
By 11/1	PLTs establish goal, utilizing the 4 PLT questions (What do we want students to know? How do we know if they have learned it? What do we do when they don't learn it? How do we extend learning for those who do learn it?)	Hallquist/ Guiding Coalition/ PLT Leaders		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/26	Established guiding coalition, knowledgeable in PLCs (membership and participation in book study)	Members of guiding coalition completing a books study of first 3 chapters of LBD.	
By 8/15	Established PLT meeting schedule. Attendance at PLTs	An established schedule.	
By 10/1	Established PLTs with norms for learning and 1st Learning goal established.	PLTs with common folders to hold shared work. Learning goals and other resources put into shared folders.	
By 10/31	PLTs list essential standards and create first common assessment	Essential standards and common assessments loaded into shared folders.	
By 10/31	Review following rubrics with PLTs • Communicating Effectively (LBD p 15-18) • Laying the Foundation (LBD pp 47-50) • Creating a Collaborative Culture (LBD pp 80-82)	PLTs at least at initiating or implementing stage on each of these rubrics.	

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:** Natoli, Hallquist

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.
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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
11/1-11/15	Teachers teach content associated with essential standards associated with common assessment and administer that assessment.	PLT Leaders		■
11/15-12/1	PLTs meet to review data around common assessment and identify interventions needed, using an established protocol	PLT Leaders		■
12/1-12/20	PLTs implement interventions around common assessment.	PLT Leaders		■
11/1-12/1	Guiding coalition meets once to discuss progress of PLTs and set new goals for PLC	Hallquist/ Guiding Coalition		■
12/1-12/20	Guiding coalition holds at celebration of progress for PLTs	Hallquist/ Guiding Coalition		■

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/1	Data meetings around first common assessment	All PLTs hold data meetings and identify interventions. Data meeting protocol notes in shared folders	
12/20	Types and schedules of interventions	70% of teachers creating and implementing intervention plans	
By 12/20	Review following rubrics with PLTs • Creating a Collaborative Culture (LBD pp 80-82) • Aligning Goals (LBD pp 105-106) • Clarifying Student Learning (pp 128-129)	PLTs moving up on rubric for creating a collaborative culture. PLTs at least at initiating or implementing stage on each of these rubrics.	

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.

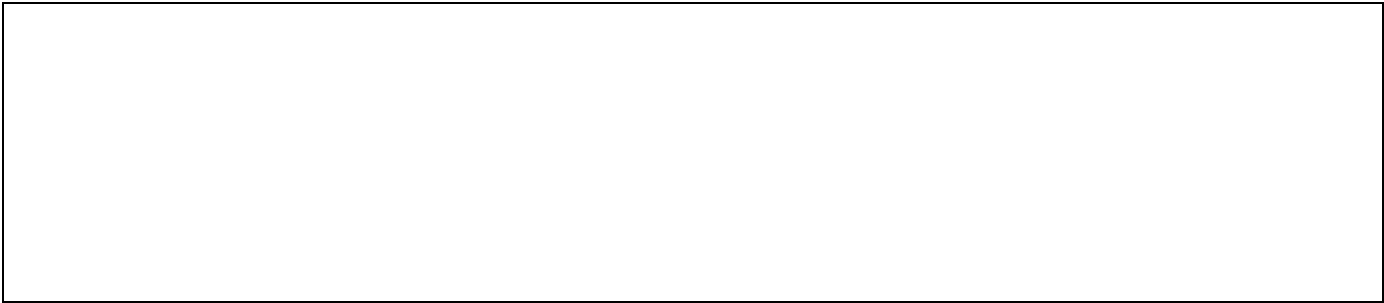| **Key Strategy 1:** Effective PLC Implementation	**School Lead:** Natoli, Hallquist

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.
During the 2023-24 school year we held content specific PLTs, 1-2 times per month after school from 2:05-2:35. We would like to expand our PLC in 2024-25 by creating a guiding coalition, training the guiding coalition on PLCs over the summer, and using the guiding coalition to guide our work over the school year. In addition, we would like to move our PLCs so that they occur as a teacher duty during the day and so that they occur more frequently throughout the school year.
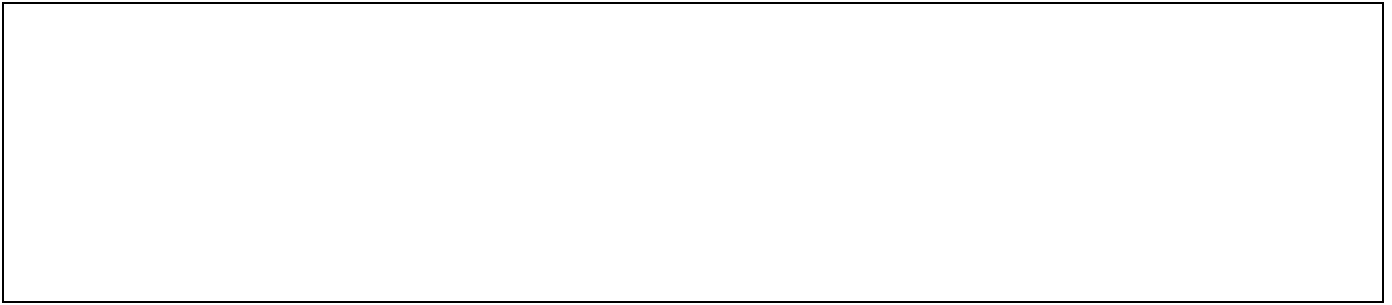
IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-2/15	Teachers teach content around and administer second common assessment.	PLT Leaders		🟥
2/15-3/1	PLTs meet to review data around common assessment and identify interventions needed, using an established protocol	PLT Leaders		🟥
3/1-3/15	PLTs implement interventions for those who have not learned and extension for those who have.	PLT Leaders		🟥
By 3/15	Guiding coalition meets once to discuss progress of PLTs and set new goals for PLC	Hallquist/ Guiding Coalition		🟥
By 3/15-3/31	PLTs create third common assessment to assess essential standards identified for third marking period	PLT Leaders		🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 3/1	Data meetings around second common assessment	75% of students show improved performance of students on essential standards (up from performance on first common assessment).	
By 3/15	Types and schedules of interventions	80% of teachers creating and implementing intervention plans	
By 3/31	Review following rubrics with PLTs - Aligning Goals (LBD pp 105-106) - Clarifying Student Learning (pp 128-129) - Turning Data into Information (pp 151-152) - Monitoring Student Learning (pp 153-155)	All PLTs score at least at "Implementing" for all of these rubrics.	

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: Natoli, Hallquist

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.
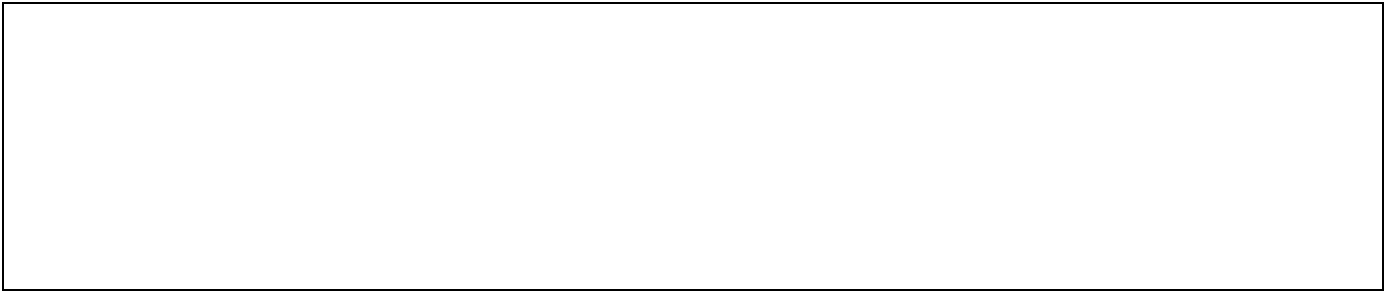
IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-4/15	Teachers administer third common assessment.	PLT Leaders		
4/15-4/30	PLTs meet to review data around common assessment and identify interventions needed, using an established protocol	PLT Leaders		
4/30-5/15	PLTs implement interventions for those who have not learned and extension for those who have.	PLT Leaders		
By 4/30	Guiding coalition meets once to discuss progress of PLTs and set new goals for PLC	Hallquist/ Guiding Coalition		
By 6/10	Guiding coalition holds at celebration of progress for PLTs	Hallquist/ Guiding Coalition		

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 4/30	Data meetings around second common assessment	Improved performance of students on essential standards (up from performance on first common assessment).	
By 5/15	Types and schedules of interventions	90% of teachers creating and implementing intervention plans	
6/25	NYS Regents Exams	75% realistic for ELA, US, Global, Physics, Spanish LOTE B, Earth Science 50% realistic for Algebra I, Geometry, Algebra II, and Biology	
6/26	Learning by Doing progress monitoring: • Communicating Effectively (LBD pp 16-18) • Providing Intervention and extension (LBD pp 176-177)	PLTs rate at least developing on each of these rubrics.	

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: Cell Phone Policy	School Lead: Natoli/Maddox

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On the Student and Building Strengths and Needs Assessment performed by the staff, two teams identified cell phones as being a large distraction from learning. Students in Active Citizenship also felt it was a big enough issue that they created a policy for the school as a class project. The SCEP planning team agreed that cell phone use distracts student from instruction and impacts their focus on critical thinking, therefore impacting their ability to perform at high levels. It thus has determined a building-wide policy preventing cell phone use would have a positive impact on instruction and student performance.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
By 6/26	Form team to create cell-phone policy over summer.	Natoli/ Maddox/Dean of Students	Funding for summer work	
6/26-7/15	Team meets at least 2 times, creates policy.	Natoli/ Maddox/ Dean/Team	District policy on cell phones. Other district's policies as examples. Articles/ research on how other districts have implemented policies	
7/15-8/1	Team submits policy to staff for feedback and solicits students for feedback. Team finalizes policy.	Cell Phone Policy Team		
8/1-8/10	Policy communicated to freshmen who attend summer bridge first week of August.	Summer Bridge Teachers		
8/1-8/15	Policy communicated to families via letter, talking points, robocall, and social media.	Natoli/ Maddox		
8/1-8/15	Policy communicated to teachers via email.	Natoli/ Maddox		
9/4-9/10	Policy communicated to students in first days of school at student assemblies, by teachers, and through postings throughout the building.	Cell Phone Policy Team		
By 9/10	Policy implemented	Admin Team/Dean of Students		
By 10/15	Use of cellphones included in first building walkthrough. Baseline data is collected	Natoli/ Maddox		
By 10/15	Team that created policy meets to evaluate its effect and make updates as needed.	Cell Phone Policy Team		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26	Cell phone policy team created	Names of members who will participate through the summer	
8/1	Policy created.	Detailed policy that has been reviewed by staff and students.	

9/10	Policy communicated to all stakeholders.	Mailings have been sent, posters on walls, slides included in student assemblies.	
10/15	Use of phones observed in building walkthrough.	Baseline data.	
10/15	Some measure of how often the policy is invoked.	Baseline data.	

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

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

Key Strategy 2: Cell Phone Policy	School Lead: Natoli/Maddox

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On the Student and Building Strengths and Needs Assessment performed by the staff, two teams identified cell phones as being a large distraction from learning. Students in Active Citizenship also felt it was a big enough issue that they created a policy for the school as a class project. The SCEP planning team agreed that cell phone use distracts student from instruction and impacts their focus on critical thinking, therefore impacting their ability to perform at high levels. It thus has determined a building-wide policy preventing cell phone use would have a positive impact on instruction and student performance.

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

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	Continue to implement policy	Admins/Dean of Students		
By 12/1	Team that created policy meets to evaluate its effect and make updates as needed.	Cell Phone Policy Team		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/1	Measure of how often the policy is invoked.	A reduction in that value	
12/20	Walkthrough data	A reduction in number of cell phones spotted in walkthroughs by 15% of baseline	

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: Cell Phone Policy	School Lead: Natoli/Maddox

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On the Student and Building Strengths and Needs Assessment performed by the staff, two teams identified cell phones as being a large distraction from learning. Students in Active Citizenship also felt it was a big enough issue that they created a policy for the school as a class project. The SCEP planning team agreed that cell phone use distracts student from instruction and impacts their focus on critical thinking, therefore impacting their ability to perform at high levels. It thus has determined a building-wide policy preventing cell phone use would have a positive impact on instruction and student performance.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/21	Continue to implement policy	Admins/Dean of Students		
By 3/1	Team that created policy meets to evaluate its effect and make updates as needed.	Cell Phone Policy Team		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/1	Measure of how often the policy is invoked.	A reduction in that value	
3/31	Walkthrough data	A reduction in number of cell phones spotted in walkthroughs by 15% of December's value	

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: Cell Phone Policy	School Lead: Natoli/Maddox

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On the Student and Building Strengths and Needs Assessment performed by the staff, two teams identified cell phones as being a large distraction from learning. Students in Active Citizenship also felt it was a big enough issue that they created a policy for the school as a class project. The SCEP planning team agreed that cell phone use distracts student from instruction and impacts their focus on critical thinking, therefore impacting their ability to perform at high levels. It thus has determined a building-wide policy preventing cell phone use would have a positive impact on instruction and student performance.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
4/1-6/25	Continue to implement policy	Admins/Dean of Students		🟥
By 5/1	Team that created policy meets to evaluate its effect and make updates as needed.	Cell Phone Policy Team		🟥

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
5/1	Measure of how often the policy is invoked.	A reduction in that value	
5/31	Walkthrough data	A reduction in number of cell phones spotted in walkthroughs by 15% of March's value	

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: Parent Communication Strategy Including Regular Updating of Contact Information.	School Lead: Admins/Dean of Students/OFE Program Aide

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Forty percent of our rising sophomore, junior, and senior cohorts received letters indicating that they are in jeopardy of attending summer school. We also have a 27% chronic absenteeism rate. A root cause of some of these high numbers may be lack of communication with parents around these issues.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. We would like to refine our communication strategies with parents to ensure that more parents have access to School Tool, more teachers are communicating more regularly with parents, and more parents are responding to that communication.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/1-9/6	Document expectations around parent communication.	Natoli, SLT		
8/28-9/10	Communicate with teachers expectations around parent communication.	Natoli, Maddox		
9/6-10/1	Send communication home regarding the use of school tool, including the email address on record. Provide means for parents to respond and request help accessing school tool.	OFE Program Aide, LMS		
9/6-10/1	Train all teachers on the use of parent square and how to document communication in School Tool	OFE Program Aide, LMS		
9/6-10/1	Streamline process for setting up parent teacher conferences and communicate process to teachers and parents.	Natoli, Maddox		
8/28-10/10	Present ParentSquare application to parents at Freshmen Orientation and Open house.	OFE Program Aide, LMS		
8/28-10/15	Set up support process for parents needing help with school tool or parent square. Process may include regularly scheduled presentations/ office hours for support. Hold first presentation/ office hours.	OFE Program Aide, LMS		
8/28-10/1	Set up process for staff to communicate new contact information for students, so that SchoolTool can be updated.	Natoli, Maddox		
10/5-10/20	Analyze results from first Interim Grades. Select students in each grade level who need intervention and communicate that with parents. Intervention may include more parent communication (for instance daily progress reports signed by parent) or parent teacher conferences.	Grade Level Team Meetings		
10/1-10/21	Set up schedule for November parent teacher conferences. Try to think of way to optimize schedule so that more conferences can be held.	Grade Level Team Meetings		
By 10/31	Collect baseline data on staff/family communication. Provide feedback to staff regarding home communication	Natoli, Maddox		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/8	Percentage of students on track to graduate for each class (sophomores, juniors seniors)	Baseline data	

10/31	Percentage of families receiving communication from teachers	Baseline data	
10/31	Percentage of parents engaging in reciprocal communication with staff.	Baseline data on reciprocal communication	
10/31	Number of parents assisted in getting access to SchoolTool or ParentSquare	Baseline data	
10/31	Number of Parent Teacher Conferences	Baseline data: Number of parent teacher conferences in first two months of year.	

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: Parent Communication Strategy Including Regular Updating of Contact Information.	School Lead: Admins/Dean of Students/OFE Program Aide

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Forty percent of our rising sophomore, junior, and senior cohorts received letters indicating that they are in jeopardy of attending summer school. We also have a 27% chronic absenteeism rate. A root cause of some of these high numbers may be lack of communication with parents around these issues.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. We would like to refine our communication strategies with parents to ensure that more parents have access to School Tool, more teachers are communicating more regularly with parents, and more parents are responding to that communication.
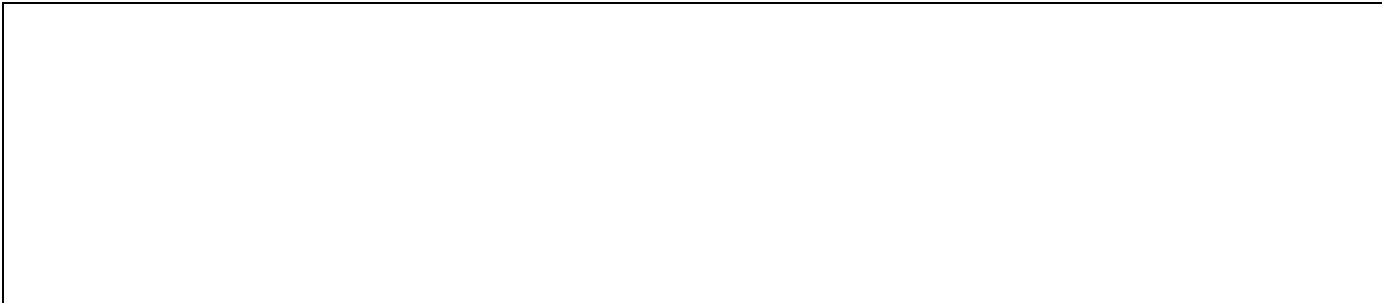
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1-11/15	Analyze results from first Report Card. Select students in each grade level who need intervention and communicate that with parents. Intervention may include more parent communication (for instance daily progress reports signed by parent) or parent teacher conferences.	Grade Level Teams/SIT Team		
11/1-11/27	Determine students who need to retake Regents examinations in January and send letters home to parents indicating the exams they need to take and when review sessions will occur.	Admins/Hallquist/Counselors		
11/1-12/20	Continue support process for parents needing help with school tool or parent square. Process may include regularly scheduled presentations/ office hours for support. Make sure staff is available on Parent teacher conference days to support parents.	LMS, Parent Liaison		
12/5-12/15	Analyze results from second interim report. Select students in each grade level who need intervention and communicate that with parents. Intervention may include more parent communication (for instance daily progress reports signed by parent) or parent teacher conferences.	Grade Level Teams/SIT Team		
By 12/20	Collect data on staff/family communication. Provide feedback to staff regarding home communication	Natoli, Maddox		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31	Percentage of families receiving communication from teachers	An increase of 10% over baseline data	
12/31	Percentage of parents engaging in reciprocal communication with staff.	An increase of 10% over baseline data	
12/31	Number of Parent Teacher Conferences	An increase of 10% over baseline data months of year.	
12/31	Percentage of students receiving communication who show improvement in issue of concern	Baseline Data	

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

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

Key Strategy 1: Parent Communication Strategy Including Regular Updating of Contact Information.	School Lead: Admins/Dean of Students/OFE Program Aide

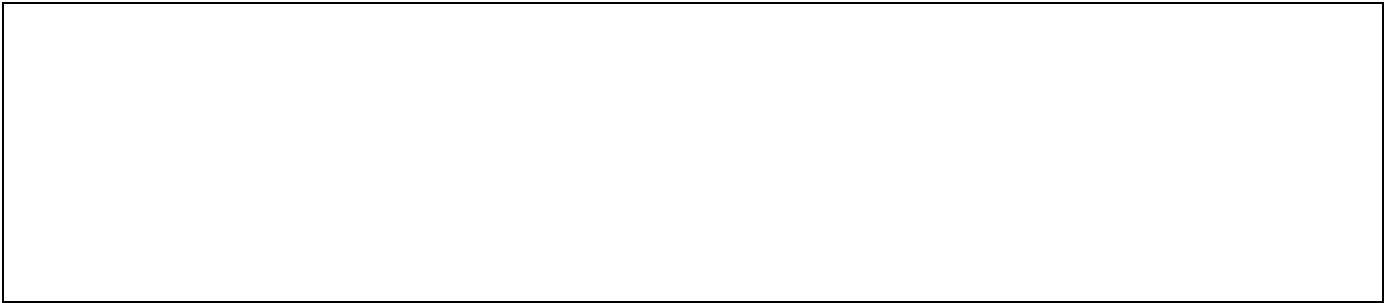| **Using the school's needs assessment and considering root causes, why is the school selecting this strategy?** Forty percent of our rising sophomore, junior, and senior cohorts received letters indicating that they are in jeopardy of attending summer school. We also have a 27% chronic absenteeism rate. A root cause of some of these high numbers may be lack of communication with parents around these issues. |
|---|
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** We would like to refine our communication strategies with parents to ensure that more parents have access to School Tool, more teachers are communicating more regularly with parents, and more parents are responding to that communication. |

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-2/15	Hold senior certification meetings with all seniors and their parents and communicate those seniors who are in jeopardy of not graduating.	Counselors		
1/1-3/31	Continue support process for parents needing help with school tool or parent square. Process may include regularly scheduled presentations/ office hours for support.	LMS, Parent Liaison		
2/1-2/15	Analyze results from second Report Card. Select students in each grade level who need intervention and communicate that with parents. Intervention may include more parent communication (for instance daily progress reports signed by parent) or parent teacher conferences.	Admins/ Hallquist/ Grade Level Teams		
3/15-3/31	Analyze results from third interim report. Select students in each grade level who need intervention and communicate that with parents. Intervention may include more parent communication (for instance daily progress reports signed by parent) or parent teacher conferences.	Grade Level Teams/SIT Team		
By 3/31	Collect data on staff/family communication. Provide feedback to staff regarding home communication	Natoli, Maddox		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
2/10	On-Track Indicator	An increase in the percentage 10% of students on track to graduate (sophomores juniors, seniors)	
3/31	Percentage of families receiving communication from teachers	An increase of 10% over baseline data	
3/31	Percentage of parents engaging in reciprocal communication with staff.	An increase of 10% over baseline data	
3/31	Number of Parent Teacher Conferences	An increase of 10% over baseline data months of year.	
3/31	Percentage of students receiving communication who show improvement in issue of concern	An increase of 15% over baseline data.	

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: Parent Communication Strategy Including Regular Updating of Contact Information.	School Lead: Admins/Dean of Students/OFE Program Aide

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Forty percent of our rising sophomore, junior, and senior cohorts received letters indicating that they are in jeopardy of attending summer school. We also have a 27% chronic absenteeism rate. A root cause of some of these high numbers may be lack of communication with parents around these issues.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. We would like to refine our communication strategies with parents to ensure that more parents have access to School Tool, more teachers are communicating more regularly with parents, and more parents are responding to that communication.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-6/28	Continue support process for parents needing help with school tool or parent square. Process may include regularly scheduled presentations/office hours for support.	LMS, Parent Liaison		
4/15-4/30	Analyze results from third Report Card. Select students in each grade level who need intervention and communicate that with parents. Intervention will include a letter home indicating which classes students are in jeopardy of failing and may need to retake in summer school. Letters will also be sent to parents of seniors who continue to be in jeopardy of not graduation.	Grade Level Teams/SIT Team		
4/15-4/30	Determine students who need to retake Regents examinations in June and send letters home to parents indicating the exams they need to take and when review sessions will occur.	Admins/Hallquist/Counselors		
5/15-6/1	Communicate end of year events to parents, include academic awards ceremony, athletic awards ceremony, and other end of year events.	Admins/Hallquist/Counselors		
By 6/10	Collect data on staff/family communication. Provide feedback to staff regarding home communication	Natoli, Maddox		

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/28	Graduation Rate	June Graduation rate at 90% or above	
6/28	On Track Indicator	Increase in percentage of students on-track to graduate by 20% for rising sophomores and juniors	
6/10	Percentage of students receiving communication who show improvement in issue of concern	An increase of 10% over March 31 data.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
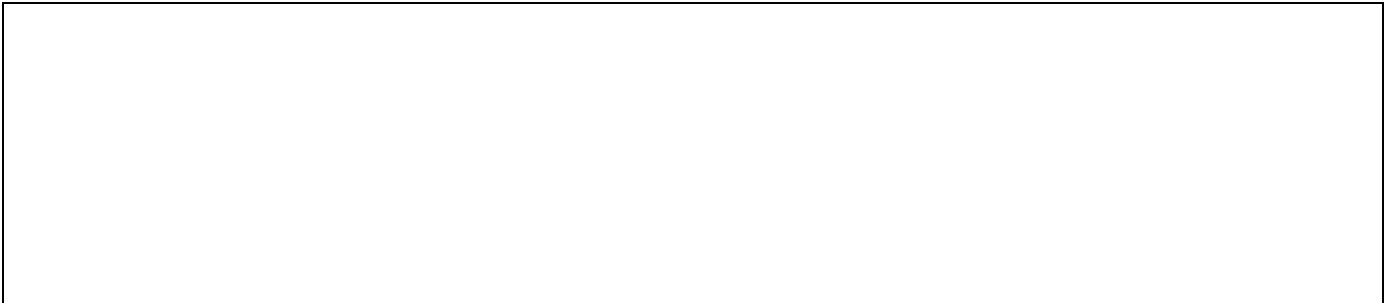
Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 2: Implementing an Effective Attendance Team	**School Lead:** Payton Charles, Social Worker

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? ITC has approximately a 27% chronic absenteeism rate. In addition, the number of students who are not attending at all is increasing (14 students in our junior class as compared to 4 in our sophomore class and 2 in our freshmen class.) We would like to work to keep students in school and attending class while they are here.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. ITC's attendance team has worked hard in the past to find and support students who have difficulty making it to school. This refinement of our team will make our process more systematic.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
By 9/1	Refine tardy policy to account for students without IDs and students who do not scan in as they enter the building and communicate to staff, families, and students.	Natoli/ Maddox		
By 9/1	Create more systematic policy for students who are caught skipping. Policy needs to include interventions for students who are caught skipping repeatedly. Communicate to staff, families, and students.	Natoli/ Maddox		
By 9/1	Create a policy around students seeking support from support staff/ school-based CBOs that prevents students from skipping class in support staff/CBO offices. Communicate policy to support staff and school-based CBOs.	Natoli/ Maddox		
By 9/1	Create an attendance team consisting of one administrative staff person including counselors, social worker, family engagement specialist, the dean and possibly the school psychologist and create a schedule of when the team will meet.	Natoli/ Maddox		
By 9/1	Assign one person to pull attendance data daily. That person will communicate and send letters to families of students according to the district policy.	New Social Worker/OFE Program Aide		
9/1-10/31	Implement tardy, skipping, and policy around school-based support staff and CBOs to reduce students in hallways	Dean of students		
9/1-10/31	Person pulling daily attendance reviews data daily and communicates with families per the district policy and documents their communication	New Social Worker/OFE Program Aide		
9/1-10/31	Attendance team meets and creates interventions for students who are absent to support their return to school and documents their interventions.	SIT/ Attendance Team		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 10/15	Number of students tardy to class in a one-week period	Baseline numbers	
By 10/15	Number of students found skipping class in a one-week period	Baseline numbers	

By 10/15	Number of students with 5 or more absences	Baseline numbers	
By 10/31	% of students with 5 or more absences this cycle receiving interventions	Baseline numbers.	

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: Implement and Monitor Attendance Policy	School Lead: Payton Charles, Social Worker

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
ITC has approximately a 27% chronic absenteeism rate. In addition, the number of students who are not attending at all is increasing (14 students in our junior class as compared to 4 in our sophomore class and 2 in our freshmen class.) We would like to work to keep students in school and attending class while they are here.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
ITC's attendance team has worked hard in the past to find and support students who have difficulty making it to school. This refinement of our team will make our process more systematic.

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 tardy, skipping, and policy around school-based support staff and CBOs to reduce students in hallways	Dean of Students		
11/1-12/20	Person pulling daily attendance reviews data daily and communicates with families per the district policy and documents their communication	New Social Worker/OFE Program Aide		
11/1-12/20	Attendance team meets and creates interventions for students who are absent to support their return to school and documents their interventions.	SIT/ Attendance Team		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/20	Number of students tardy to class in a one-week period	A reduction in the number by 5% from the baseline number	
By 12/20	Number of students found skipping class in a one -week period	A reduction in the number by 5% from the baseline number	
By 12/20	Number of students with 5 or more absences this cycle	A reduction in the number by 5% from the baseline number	
By 12/20	% of students with 5 or more absences this cycle receiving interventions	Increase by 10% from the baseline	

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: Implement and Monitor Attendance Policy	School Lead: Payton Charles, Social Worker

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
ITC has approximately a 27% chronic absenteeism rate. In addition, the number of students who are not attending at all is increasing (14 students in our junior class as compared to 4 in our sophomore class and 2 in our freshmen class.) We would like to work to keep students in school and attending class while they are here.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
ITC's attendance team has worked hard in the past to find and support students who have difficulty making it to school. This refinement of our team will make our process more systematic.

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	Implement tardy, skipping, and policy around school-based support staff and CBOs to reduce students in hallways	Dean of students		
1/1-3/31	Person pulling daily attendance reviews data daily and communicates with families per the district policy and documents their communication	New Social Worker/OFE Program Aide		
1/1-3/31	Attendance team meets and creates interventions for students who are absent to support their return to school and documents their interventions.	SIT/Attendance Team		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Number of students tardy to class in a one-week period	A reduction in the number by 5% from 12/20 data	
By 3/31	Number of students found skipping class in a one -week period	A reduction in the number by 5% from 12/20 data	
By 3/31	Number of students with 5 or more absences this cycle	A reduction in the number by 5% from 12/20 data	
By 3/31	% of students with 5 or more absences this cycle receiving interventions	Increase by 10% from 12/20 data	

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: Implement and Monitor Attendance Policy	School Lead: Payton Charles, Social Worker

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
ITC has approximately a 27% chronic absenteeism rate. In addition, the number of students who are not attending at all is increasing (14 students in our junior class as compared to 4 in our sophomore class and 2 in our freshmen class.) We would like to work to keep students in school and attending class while they are here.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
ITC's attendance team has worked hard in the past to find and support students who have difficulty making it to school. This refinement of our team will make our process more systematic.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
1/1-3/31	Implement tardy, skipping, and policy around school-based support staff and CBOs to reduce students in hallways	Dean of students		
1/1-3/31	Person pulling daily attendance reviews data daily and communicates with families per the district policy and documents their communication	New Social Worker/OFE Program Aide		
1/1-3/31	Attendance team meets and creates interventions for students who are absent to support their return to school and documents their interventions.	SIT/ Attendance Team		

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 5/31	Number of students tardy to class in a one-week period	A reduction in the number by 5% from 3/31 data	
By 5/31	Number of students found skipping class in a one -week period	A reduction in the number by 5% from 3/31 data	
By 5/31	Number of students with 5 or more absences this cycle	A reduction in the number by 5% from 3/31 data	
By 5/31	% of students with 5 or more absences this cycle receiving interventions	Increase by 10% from 3/31 data	

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

Key Strategy 1: Student Mental Health and Wellness	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On a student survey, 38% of students responding said that mental health was one of the three top issues they want to discuss with adults. In addition, support staff feel that this is the biggest priority/need for students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will try to expand on the support we give students by creating more opportunities for check-ins with students and more opportunities for them to receive support.

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 – 9/21	Plan for a support team to be available following the administration of the BIMAS Screening Plan professional development for teachers on administration of BIMAS	Dr. Henry		
By 9/15	Create systematic ways that students can check in/request support from support staff. Possibilities include QR Codes, forms, or appointment scheduling systems.	Dr Henry, M. Mendez, S Snyder, N. Santiago		
By 9/15	Introduce support staff to students. This could possibly be done in a smaller setting, for instance in classes, so that students can ask questions. Teach students way to access support when needed. Also let students know about possible groups to join.	Henry, Mendez, Santiago, Snyder, LaMontagne		
By 10/1	Identify space in which support groups can be held. Create a schedule for groups and recruit students to join. Hold first support group sessions.	Henry, Mendez, Lamontagne		
By 10/1	Administer the BIMAS	Henry, Teachers		
By 10/15	Identify students at risk. Refer to SIT those who may need Tier 2 Interventions (CICO, Referrals to mental health services, Safety Plan) Develop individualized intervention plan with progress monitoring.	Counselors		
By 10/31	Evaluate progress of students referred for Tier 2 Interventions.	Mendez/ Henry		
By 10/31	Set goal for improvement of student mental health, using baseline data from BIMAS	Mendez/ Henry/ Santiago/ Snyder		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 10/1	Administer BIMAS – Baseline Data	Students identified who need support.	

By 10/15	Number of students scheduling appointments and receiving support through appointments.	A baseline number of students.	
By 10/15	Number of support groups/ students participating in support groups.	A baseline number of students.	
By 10/31	Percentage of students referred for Tier II interventions receiving active support.	Baseline Percentage	

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

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

Key Strategy 1: Student Mental Health and Wellness	**School Lead: Dr. Althea Henry**

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On a student survey, 38% of students responding said that mental health was one of the three top issues they want to discuss with adults. In addition, support staff feel that this is the biggest priority/need in support students.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will try to expand on the support we give students by creating more opportunities for check-ins with students and more opportunities for them to receive support.

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	Continue to refer to SIT support students identified by BIMAS or systematic ways that students created for students check in/request support from support staff.	SIT		
11/1-12/20	Continue to hold support group sessions. End groups and create new groups as needed by the students (and identified through check ins).	Henry, Mendez, Lamontagne		
11/1-12/20	Collect data on number of students using QR Codes, forms, Appointment scheduling systems, and support groups. Continue to support students using supports while refining offerings to reach those not being reached.	Henry, Mendez, Santiago, Snyder, LaMontagne		
By 12/20	Administer BIMAS progress monitoring tool to evaluate progress of students.	Henry, Teachers		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By 12/20	Number of students checking in via QR Codes/ forms etc.	An increase in the number of students checking in.	
By 12/20	Number of students scheduling appointments and receiving support through appointments.	An increase in the number of students receiving support	
By 12/20	Number of support groups/ students participating in support groups.	An increase in the number of students receiving support	
By 12/20	Data from BIMAS progress monitoring Tool	Improvement in data being monitored	
By 12/20	Percentage of students referred for Tier II interventions receiving active support.	An increase of 15% over baseline	

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: Student Mental Health and Wellness	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On a student survey, 38% of students responding said that mental health was one of the three top issues they want to discuss with adults. In addition, support staff feel that this is the biggest priority/need in support students.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. The school will try to expand on the support we give students by creating more opportunities for check-ins with students and more opportunities for them to receive support.

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 refer to SIT and support students identified by BIMAS or systematic ways created for students check in/request support from support staff.	SIT		
1/1-3/31	Continue to hold support group sessions. End groups and create new groups as needed by the students (and identified through check ins).	Henry, Santiago, Lamontagne		
1/1-3/31	Collect data on number of students using QR Codes, forms, Appointment scheduling systems, and support groups. Continue to support students using supports while refining offerings to reach those not being reached.	Henry, Mendez, Santiago, Snyder, LaMontagne		
By 3/31	Administer BIMAS progress monitoring tool to evaluate progress of students.	Henry		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Number of students checking in via QR Codes/ forms etc.	An increase in the number of students checking in.	
By 3/31	Number of students scheduling appointments and receiving support through appointments.	An increase in the number of students receiving support	
By 3/31	Number of support groups/ students participating in support groups.	An increase in the number of students receiving support	
By 3/31	Data from BIMAS progress monitoring Tool	Improvement in data being monitored	

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

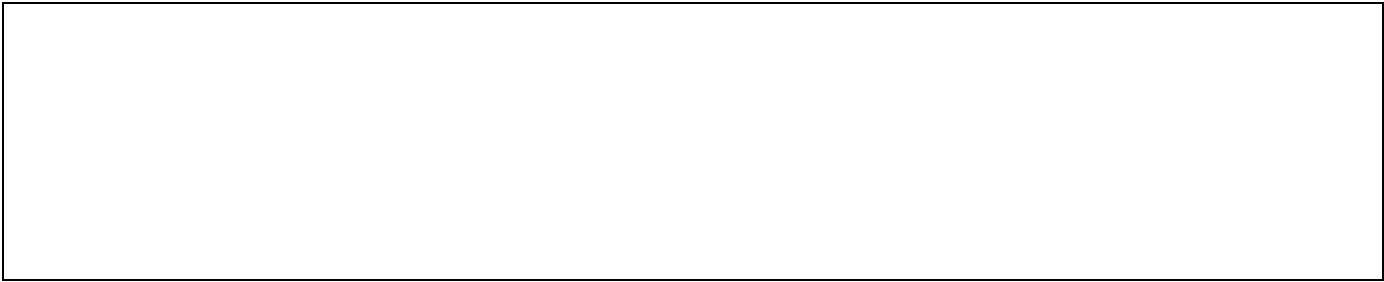| Key Strategy 1: Student Mental Health and Wellness	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
On a student survey, 38% of students responding said that mental health was one of the three top issues they want to discuss with adults. In addition, support staff feel that this is the biggest priority/need in support students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will try to expand on the support we give students by creating more opportunities for check-ins with students and more opportunities for them to receive support.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1-6/15	Continue to support students identified by BIMAS or systematic ways that students created for students check in/request support from support staff.	Counselors Henry/ Mendez/ Santiago/ Snyder		
4/1-6/15	Continue to hold support group sessions. End groups and create new groups as needed by the students (and identified through check ins).	Henry/ Mendez		
4/1-6/15	Collect data on number of students using QR Codes, forms, Appointment scheduling systems, and support groups. Continue to support students using supports while refining offerings to reach those not being reached.	Mendez		
By 6/1	Administer BIMAS progress monitoring tool to evaluate progress of students.	Mendez/ Henry/ Santiago/ Snyder		

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 6/1	Number of students checking in via QR Codes/ forms etc.	An increase in the number of students checking in.	
By 6/1	Number of students scheduling appointments and receiving support through appointments.	An increase in the number of students receiving support	
By 6/1	Number of support groups/ students participating in support groups.	An increase in the number of students receiving support	
By 6/1	Data from BIMAS progress monitoring Tool	Improvement in data being monitored	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Dr. Althea Henry

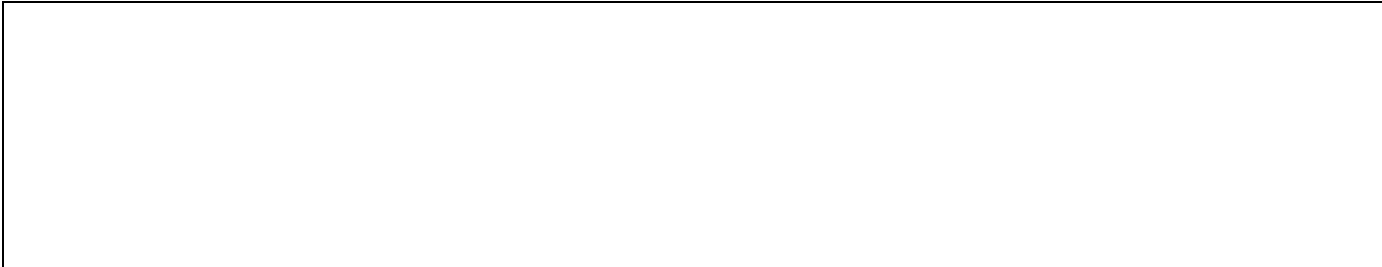| **Using the school's needs assessment and considering root causes, why is the school selecting this strategy?** Both parents in PFO meetings and students through student interviews have remarked on the lack of SEL activities at ITC. We hope that by increasing the SEL activities at ITC, we will increase students efficacy in their relationships with other students at school and increase their sense of belonging at ITC. |
|---|
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** We will expand on the work we have done in the past by creating a monthly SEL period, supported with resources and activities, focused on social emotional learning. |

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
8/1-9/1	Create an "assembly day" schedule that takes a few minutes from each period and creates free time during the morning to do extended SEL activities.	Natoli/Maddox		🟥
8/1-9/1	Create a calendar indicating which days of each month will be SEL days and communicate that calendar to staff.	Natoli/Maddox		🟥
8/1-9/15	Create SEL assignments for teachers so that on SEL days, so that all teachers have a specific group of students to work with. Assignments include what students to work with and where to meet.	Support Team		🟥
8/1-10/1	Create a list of activities that will occur on each SEL day. Activities should be differentiated by grade level so that the Freshmen are not doing the same activity as the seniors (etc.) Target one theme per month, such as: healthy relationships, test anxiety, trauma triggers, understanding mental illness, stress management and substance abuse.	Dr. Henry		🟥
9/15-10/15	Hold fist SEL day for students. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		🟥
10/15-10/30	Review feedback from SEL activity and incorporate into future SEL plans.	Dr. Henry		🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/1	Assembly Day Schedule/SEL activity schedule created	Schedule in Place	
9/1	Students assigned to teachers for SEL activities	Assignments made	
10/30	Feedback from SEL activity	60% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	

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

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

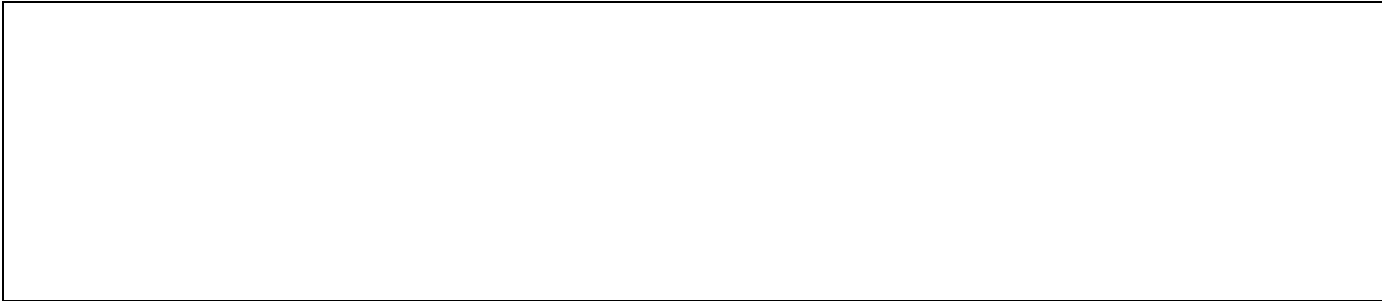| Key Strategy 2: Social Emotional Learning	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Both parents in PFO meetings and students through student interviews have remarked on the lack of SEL activities at ITC. We hope that by increasing the SEL activities at ITC, we will increase students efficacy in their relationships with other students at school and increase their sense of belonging at ITC.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand on the work we have done in the past by creating a monthly SEL period, supported with resources and activities, focused on social emotional learning.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s)** **Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
11/1-11/10	Review SEL October feedback and create a list of activities that will occur on each SEL day that target the themes chosen for November and December.	Dr. Henry		
11/1-11/15	Hold November SEL day aligning to November theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
11/15-12/1	Review feedback from SEL activity and incorporate into future SEL plans.	Dr. Henry		
12/1-12/15	Hold December SEL day aligning to December theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
12/15-12/20	Review feedback from SEL activity and incorporate into future SEL plans.	Dr. Henry		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/10	Activities/Topics for SEL Day	Plans and themes for November SEL day	
11/30	Feedback from November SEL day	55% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	
12/1	Activities/Topics for SEL Day	Plans and themes for December SEL day	
11/20	Feedback from December SEL day	60% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Both parents in PFO meetings and students through student interviews have remarked on the lack of SEL activities at ITC. We hope that by increasing the SEL activities at ITC, we will increase students efficacy in their relationships with other students at school and increase their sense of belonging at ITC.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand on the work we have done in the past by creating a monthly SEL period, supported with resources and activities, focused on social emotional 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 1/10	Review December feedback and create a list of activities that will occur on each SEL day for January according to the SEL themes chosen for that month.	Dr. Henry		
By 1/31	Hold January SEL day according to January theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
By 2/10	Review feedback from SEL activity and incorporate into February SEL plans.	Dr. Henry		
By 2/28	Hold February SEL day according to February theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
By 3/10	Review feedback from SEL activity and incorporate into March SEL plans.	Dr. Henry		
By 3/31	Hold March SEL day according to March theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/10	Activities/Topics for SEL Day	Plans and themes for January SEL day	
1/31	Feedback from January SEL day	65% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	
2/10	Activities/Topics for SEL Day	Plans and themes for February SEL day	
2/28	Feedback from February SEL day	70% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	
3/10	Activities/Topics for SEL Day	Plans and themes for March SEL day	
3/31	Feedback from March SEL day	75% of the students demonstrate learning of essential ideas or give	

		positive feedback around activity as indicated by an exit survey	

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

Key Strategy 2: Social Emotional Learning	School Lead: Dr. Althea Henry

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
Both parents in PFO meetings and students through student interviews have remarked on the lack of SEL activities at ITC. We hope that by increasing the SEL activities at ITC, we will increase students efficacy in their relationships with other students at school and increase their sense of belonging at ITC.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand on the work we have done in the past by creating a monthly SEL period, supported with resources and activities, focused on social emotional 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 4/10	Review March feedback and create a list of activities that will occur on each SEL day for April, according to the SEL themes chosen for that month.	Dr. Henry		
By 4/30	Hold April SEL day according to April theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
By 5/10	Review feedback from April SEL activity and incorporate into future SEL plans.	Dr. Henry		
By 5/31	Hold May SEL day according to May theme. Include feedback mechanism (for example a forms survey, for students and staff to give feedback on the activity.)	Teachers		
By 6/20	Review feedback from all SEL activities and evaluate success of activities for the year.	Dr. Henry		

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/10	Activities/Topics for SEL Day	Plans and themes for April SEL day	
4/30	Feedback from April SEL day	80% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	
5/10	Activities/Topics for SEL Day	Plans and themes for May SEL day	
5/31	Feedback from May SEL day	85% of the students demonstrate learning of essential ideas or give positive feedback around activity as indicated by an exit survey	
Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning			
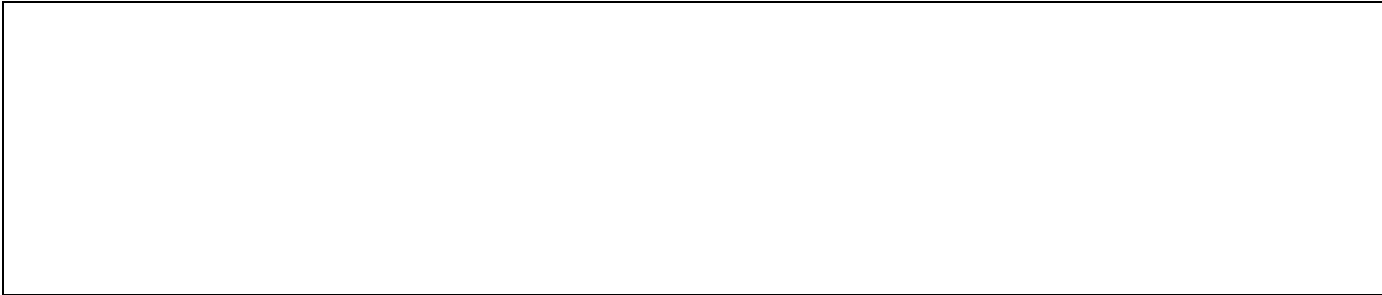
END OF YEAR SURVEY

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.	80% Agree/Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	75% Agree/Strongly 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% Agree/Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	75% Agree/Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	80% Agree/Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	75% Agree/Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	85% Agree/Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	80% Agree/Strongly Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	80% Agree/Strongly Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	75% Agree/Strongly Agree	

	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)	No Data Available	75% Favorable	
2	How positive or negative is the energy of your school? (SC1)	No Data Available	75% Favorable	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	No Data Available	75% Favorable	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	No Data Available	80% Favorable	
5	How often are people disrespectful to others at your school? (SS1)	No Data Available	80% Favorable	
6	How often do students get into physical fights at your school? (SS2)	No Data Available	75% Favorable	
7	How often do you worry about violence at your school? (SS4)	No Data Available	80% Favorable	

			2023-24 Results	2024-25 Desired Results	Actual Results
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	No Data Available	75% Favorable		
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	No Data Available	75% Favorable		
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	No Data Available	80% Favorable		

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	91% favorable	95% 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)	95% Favorable	95% Favorable	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	95% 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)	95% Favorable	95% 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)	73% Favorable	85% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	50% Favorable	65% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	45% Favorable	70% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	59% Favorable	70% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	59% Favorable	70% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	59% Favorable	70% 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
A James Natoli	Principal		5/20	6/5, 6/10	6/10			6/12
Samanatha Maddox	Vice Principal		5/20	6/5, 6/10	6/10			6/12
Kateri Connolly	Teacher		5/20	6/5, 6/10				6/12
Ann Marie Furcinito	Data Coach		5/20	6/5,6/10				6/12
Julia Hallquist	Instructional Coach		5/20	6/5,6/10	6/10			6/12
Jill Satalin	Teacher		5/20	6/10				6/12
Thad Sohoski	Library Media Specialist		5/20	6/5,6/10				6/12
Dave Fraher	Teacher			6/5				6/12
Stacey Snyder	Guidance Counselor			6/5				6/12
Chris Clappin	Teacher			6/5				6/12
Jade Lamontagne	School Counselor				6/10			6/12
Natasha Santiago	Guidance Counselor				6/10			6/12
Shakeia Jones	Parent Liaison/Parent				6/10			6/12
Dr. Althea Henry	School Psychologist				6/10			6/12
Melissa Mendez	Social Worker				6/10			6/12
Sharon Stevens	Parent		5/20	6/5				

LEARNING AS A TEAM

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

Student Interviews

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

Students indicated both on the pre-interview student survey and during student interviews that they wanted to learn more life-skills. This has resulted in our SEL plan in which we discuss life-skills monthly. Students in our active citizenship classes also felt that cell phones were a distraction in class and suggested the school implement a cell-phone policy.