



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	William Nottingham HS	Andrew Nolan	9-12	ATSI

- ✓ **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		
	<i>Name</i>	<i>Title / Role</i>
1	Andrew Nolan	Principal
2	Ashley Killenbec	Vice-Principal
3	Hugh Hogle	Vice-Principal
4	Lyn De Tore	Vice-Principal
5	Candace Johnson	Vice-Principal
6	Sarah Snell	Instructional Coach
7	Peter Sterpe	Instructional Coach
8	Heather Moses	Teacher
9	Anne Daviau	Teacher
10	Donald Little	Teacher
11	Brian English	Teacher
12	Lauren Cirulli	Teacher
13	Joseph Bennett	Teacher
14	Kari Egerbrecht	Teacher
15	Loretta Windhausen	Teaching Assistant
16	Kenyon Black	Parent
17	Various Students	Students (Interviews)

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SCEP Development Team Participation

OVERVIEW PAGE

Year-End Goals		
Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>	
1	ELA	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 8)

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

	Commitment	Key Strategies		N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	E
		2	Claim, Evidence, & Reasoning	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	E
		2	Using Graphic Organizers and/or Visuals to Support Diverse Learners	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Intentional Welcoming School/Class Environment	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	Effective Partnerships with Community Based Organizations	R
		2	Student Mental Health & Wellness	N

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
To enhance our accountable talk strategy, we will concentrate on refining the types of talk in the classroom to focus on more student talk where students provide multi-sentence responses and build on each other’s ideas which will lead to students ...

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24-10/31/24	Provide time on Tuesdays/Thursdays after school for teachers to collaborate weekly on accountable talk (AT) during PLTs	Nolan DeTore	Master schedule PLT schedule	
9/26/24 (first Th PD)	Provide first PD on Accountable Talk (AT) to all staff on how to incorporate opportunities for discussion in lesson plans (Reference Continuum of Talk)	Snell Sterpe	Thinking through a Lesson Protocol District PD menu Continuum of Talk	
10/05/24	Integrate AT look-fors into school’s walkthrough tool and communicate to staff at the October faculty meeting	Killenbec Snell	District provided tools – AT classroom indicators tool, student experience feedback, demands of task tool	
10/05/24 - 10/31/24	Perform at least 3-4 walkthroughs weekly using the school’s walkthrough tool to collect and analyze AT baseline data around types of talk in the classrooms	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	District provided tools – AT classroom indicators tool, student experience feedback, demands of task tool	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
08/26/24	Set PLT dates for Sept-January (set schedule/collect sign-in sheets)	100% of teachers participating PLTs	
Duration	Data collection based on AT indicators in walkthrough tool	Admin and Coaches each completing 3-4 walkthroughs weekly using the building walkthrough tool to collect baseline data and give feedback on types of talk in the classroom: <ul style="list-style-type: none"> • Mostly teacher talk vs. Mostly student talk • Students provide one-word answers vs. Students provide multi-sentence responses 	

		<ul style="list-style-type: none">• Teacher speaks after each response vs. Several students build upon each other's ideas before the teacher speaks again	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
To enhance our accountable talk strategy, we will concentrate on refining the types of talk in the classroom to focus on more student talk where students provide multi-sentence responses and build on each other’s ideas. This will create a more engaging learning environment where students actively participate in discussions.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Continue to provide time for teachers to collaborate weekly during PLTs to reflect on AT process and/or best practices	Nolan DeTore	Master schedule Whetstone walkthrough feedback	
11/12/24 - 11/26/24	Hold MP 1 data meetings that connect instruction with student work through teacher reflection and AT walkthrough feedback	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
11/21/24 12/19/24	Identify and implement additional AT PD (based on walkthrough tool) as needed during Thursday after-school PD.	Snell Sterpe	PD Liaison IPD Committee	
11/01/24 - 12/21/24	Continue to perform walkthroughs weekly using the school’s walkthrough tool to collect and analyze AT data around types of talk in the classrooms	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Nottingham walkthrough tool Walkthrough schedule	
12/05/24	Share and celebrate growth with staff at faculty meeting using the AT walk through data	Nolan	Faculty Meeting	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 - 12/21/24	Continue collection of data based on AT indicators in walkthrough tool	Admin and Coaches each completing 4-5 walkthroughs weekly using the building walkthrough tool to give feedback on types of talk in the classroom	
11/01/24 - 12/21/24	Increase in types of talk in the classroom	Walkthrough data shows an increase of 10% in the types of talk observed in the classroom <ul style="list-style-type: none"> • Mostly teacher talk vs. Mostly student talk 	

		<ul style="list-style-type: none">• Students provide one-word answers vs. Students provide multi-sentence responses Teacher speaks after each response vs. Several students build upon each other's ideas before the teacher speaks again	
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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: Snell
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
To enhance our accountable talk strategy, we will concentrate on refining the types of talk in the classroom to focus on more student talk where students provide multi-sentence responses and build on each other’s ideas. This will create a more engaging learning environment where students actively participate in discussions.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Continue to provide time for teachers to collaborate weekly during PLTs to reflect on AT process and/or best practices	Nolan DeTore	Master schedule Whetstone walkthrough feedback	
01/06/25 - 03/28/25	Continue to perform walkthroughs weekly using the school’s walkthrough tool to collect and analyze AT data around types of talk in the classrooms	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Nottingham walkthrough tool Walkthrough schedule	
1/30/25- 2/14/25	Hold MP 2 data meetings that connect instruction with student work through teacher reflection and AT walkthrough feedback	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
01/06/25 - 03/28/25	Provide differentiated support for teachers on the implementation of AT (coaching cycles, collaborative planning)	Snell Sterpe	Walkthrough data Impact coaches District coaches	
02/06/25 03/05/25	Share and celebrate growth with staff at faculty meeting using the walkthrough data, student artifact data and student feedback on their experiences in classes	Nolan	Faculty Meeting	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25- 01/10/25	Set PLT dates for January -June	100% of teachers participating in PLTs	
01/06/25- 03/05/25	Continue collection of data based on AT indicators in walkthrough tool	Admin and Coaches each completing 5-6 walkthroughs weekly using the building walkthrough tool to collect growth data and give feedback on types of talk in the classroom	
01/06/25- 03/28/25	Continue increase in types of talk in the classroom	Walkthrough data shows an increase of 15% in the types of talk observed in the classroom	

		<ul style="list-style-type: none">• Mostly teacher talk vs. Mostly student talk• Students provide one-word answers vs. Students provide multi-sentence responses <p>Teacher speaks after each response vs. Several students build upon each other's ideas before the teacher speaks again</p>	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

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

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
To enhance our accountable talk strategy, we will concentrate on refining the types of talk in the classroom to focus on more student talk where students provide multi-sentence responses and build on each other’s ideas. This will create a more engaging learning environment where students actively participate in discussions.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to provide time for teachers to collaborate weekly during PLTs to reflect on AT process and/or best practices. Refine for the next school year	Teachers	Update PD plan Offer after school PD Choices Staff survey/reflection Utilize teacher leaders	
04/01/25 - 06/01/25	Continue to provide differentiated support for teachers on the implementation of AT (coaching cycles, collaborative planning)	Snell Sterpe	Impact coaches District Coaches Walkthrough data	
04/01/25 - 04/11/25	Hold MP 3 and MP 4 (projections) data meetings that connect instruction with student work through teacher reflection and AT walkthrough feedback	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
04/03/25 & 05/01/25	Share and celebrate growth with staff at faculty meeting using the walkthrough data and student artifact data	Nolan	Faculty Meeting	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/01/25- 06/20/25	Continue collection of data based on AT indicators in walkthrough tool	Admin and Coaches each completing 6-7 walkthroughs weekly using the building walkthrough tool to collect growth data and give feedback on types of talk in the classroom	
04/01/25- 06/20/25	Continue increase in types of talk in the classroom	Walkthrough data shows an increase of 20% in the types of talk observed in the classroom <ul style="list-style-type: none"> • Mostly teacher talk vs. Mostly student talk • Students provide one-word answers vs. Students provide multi-sentence responses Teacher speaks after each response vs. Several students build upon	

		each other's ideas before the teacher speaks again	
04/01/25-06/20/25	AT coaching cycles with teachers to increase types of talk in the classroom	Instructional coaches will complete observation/feedback cycles with 10 teachers to increase the type of the talk in the classroom	

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: CER	School Lead: Sterpe
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members highlighted “movement towards higher expectations and rigor” as a positive instructional practice that teachers have embraced school wide. In alignment with furthering our commitment to raising expectations and increasing rigor, we are selecting this strategy because emphasizing CER will cultivate students’ ability to critically think, analyze information, evaluate arguments, and make informed judgements thus improving student understanding of content.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To elevate critical thinking skills, we plan to embed the implementation of four CERs (1 per marking period) into the collaborative cycle of our PLCs. In 2023-2024, we did not embed CERs into the PLC Cycle. By embedding CERs into the PLC cycle, we will promote a culture of continuous improvement around critical thinking and enhance teacher collaboration.

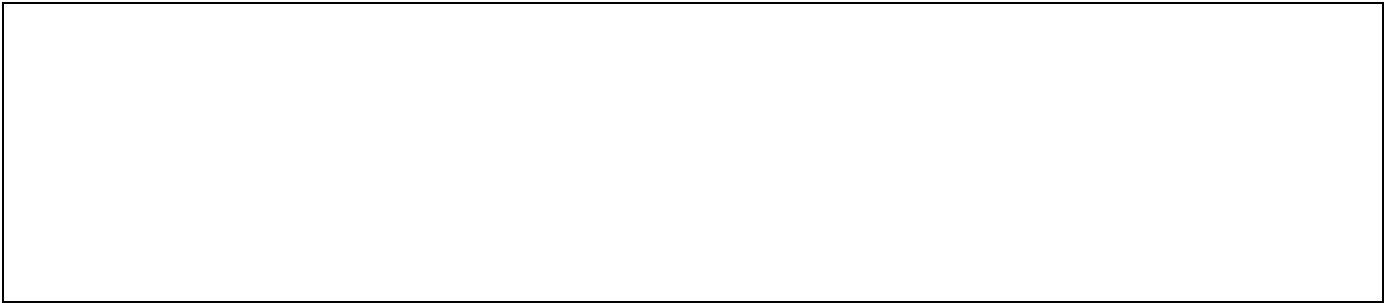
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/01/24 - 10/01/24	Provide time for teachers to collaborate weekly on CER during PLTs	Nolan DeTore	Master schedule PLT schedule	
08/28/24 - 09/20/24	Identify essential standards for all 4 CER tasks (aligned to reading, writing and speaking) and create tasks	Content teams	PLT time After-school CPT Pacing and curriculum guides	
08/28/24 - 09/20/24	Collaborate with teachers to create a calendar of dates for CER implementation of created tasks	Sterpe Snell	Tuesday/Thursday after school department meeting time	
10/01/24 - 10/11/24	Implement CER #1	Sterpe Content teams	CER administration dates	
10/01/24 - 10/11/24	Monitor and analyze student success on first CER using a protocol and/or district provided scoring rubric	Content teams	PLT time Tuesday/Thursday after school department meeting time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Set PLT dates for Sept-January with CER as a standing agenda item	100% of teachers participating in PLTs	
10/31/24	Content teachers have developed, implemented and collected student data around CER #1	75% of content teachers have student CER data analyze student CER data to inform instruction by completing an analysis form (including number of students who completed the CER)	
10/31/24	Student participation in CER #1	50% of students completed (finished and have a score) CER #1	

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: CER	School Lead: Sterpe
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members highlighted “movement towards higher expectations and rigor” as a positive instructional practice that teachers have embraced school wide. In alignment with furthering our commitment to raising expectations and increasing rigor, we are selecting this strategy because emphasizing CER will cultivate students’ ability to critically think, analyze information, evaluate arguments, and make informed judgements thus improving student understanding of content.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To elevate critical thinking skills, we plan to embed the implementation of four CERs (1 per marking period) into the collaborative cycle of our PLCs. In 2023-2024, we did not embed CERs into the PLC Cycle. By embedding CERs into the PLC cycle, we will promote a culture of continuous improvement around critical thinking and enhance teacher collaboration.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Provide time on Tuesdays/Thursdays to collaborate weekly during PLTs to reflect on CER process and/or student data	Nolan DeTore	Master schedule PLT schedule	
11/12/24 - 11/26/24	Hold MP 1 data meetings that connect instruction with student work through teacher reflection and CER data	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
12/02/24 - 12/13/24	Implement CER task #2	Sterpe Content teachers	CER administration dates	
12/02/24 - 12/13/24	Monitor and analyze student success on CER #2 using a protocol and/or district provided scoring rubric	Content teams	PLT time Tuesday/Thursday after school department meeting time	
11/01/24 - 12/20/24	Collaborate with department liaisons to plan and provide differentiated CER support based on teacher/department needs and trends from CER data.	Sterpe Snell	Tuesday/Thursday after school department meeting time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/21/24	Content teachers have developed, implemented and collected student data around CER #2	90% of content teachers have student CER data as evidenced by completing an analysis form (including number of students who completed the CER)	
12/21/24	Student participation in CER #2	75% of students completed CER #2 (finished and have a score)	

12/01/24 - 12/21/24	Student increase on CER rubric from beginning of the year data collection to end of year data collection	After baseline administration of CER, teachers/department will set a SMART goal for student CER writing	
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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: CER	School Lead: Sterpe
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members highlighted “movement towards higher expectations and rigor” as a positive instructional practice that teachers have embraced school wide. In alignment with furthering our commitment to raising expectations and increasing rigor, we are selecting this strategy because emphasizing CER will cultivate students’ ability to critically think, analyze information, evaluate arguments, and make informed judgements thus improving student understanding of content.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To elevate critical thinking skills, we plan to embed the implementation of four CERs (1 per marking period) into the collaborative cycle of our PLCs. In 2023-2024, we did not embed CERs into the PLC Cycle. By embedding CERs into the PLC cycle, we will promote a culture of continuous improvement around critical thinking and enhance teacher collaboration.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Continue to provide time for teachers to collaborate weekly on CER during PLTs	Nolan DeTore	Master schedule PLT schedule	
01/30/25 - 02/14/25	Hold MP 2 data meetings that connect instruction with student work through teacher reflection and CER data	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
02/03/25 - 02/14/25	Implement CER task #3	Sterpe Content teachers	CER administration dates	
02/03/25 - 02/14/25	Monitor and analyze student success on CER #3 using a protocol and/or district provided scoring rubric	Sterpe Content teachers	PLT time Tuesday/Thursday after school department meeting time	
01/06/25 - 03/28/25	Continue to collaborate with department liaisons to plan and provide differentiated CER support based on teacher/department needs and trends from CER data.	Sterpe Snell	Tuesday/Thursday after school department meeting time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25	Set PLT dates for January -June	100% of teachers participating in PLTs	
03/28/25	Content teachers have developed, implemented and collected student data around CER #3	95% of content teachers have student CER data as evidenced by completing an analysis form (including number of students who completed the CER)	

03/28/25	Student participation in CER #3	90% of students completed CER #2 (finished and have a score)	
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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: CER	School Lead: Sterpe
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members highlighted “movement towards higher expectations and rigor” as a positive instructional practice that teachers have embraced school wide. In alignment with furthering our commitment to raising expectations and increasing rigor, we are selecting this strategy because emphasizing CER will cultivate students’ ability to critically think, analyze information, evaluate arguments, and make informed judgements thus improving student understanding of content.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 To elevate critical thinking skills, we plan to embed the implementation of four CERs (1 per marking period) into the collaborative cycle of our PLCs. In 2023-2024, we did not embed CERs into the PLC Cycle. By embedding CERs into the PLC cycle, we will promote a culture of continuous improvement around critical thinking and enhance teacher collaboration.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to provide time for teachers to collaborate weekly during PLTs to reflect on CER process and/or student data. Refine and revisit CER for next year	Nolan DeTore	Master schedule PLT schedule	
04/01/25 - 04/11/25	Hold MP 3 and MP 4 (projections) data meetings that connect instruction with student work through teacher reflection and CER data	Nolan DeTore Killenbec Hogle Johnson	Sterpe – Spreadsheets Schedule of data meeting dates	
04/28/25 - 05/09/25	Implement CER #4	Sterpe Content teams	CER administration dates	
04/28/25 - 05/09/25	Monitor and analyze student success on CER #4 using a protocol and/or district provided scoring rubric.	Sterpe Content teachers	PLT time Tuesday/Thursday after school department meeting time	
04/01/25 - 06/16/25	Revisit and refine professional learning needs for CER task development and CER scoring for next year	Content Teams	MS form for feedback and reflection	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
06/06/25	Content teachers have developed, implemented and collected student data around CER #3	100% of content teachers have student CER data as evidenced by completing an analysis form (including number of students who completed the CER)	
06/06/25	Student participation in CER #3	90% of students completed CER #2 (finished and have a score)	
06/06/25	Student increase on CER rubric from beginning of the year data collection to end of year data collection	Teachers/dept should reflect on their SMART goal from beginning of year and identify	

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We plan to expand on this key strategy by aligning our master schedule to allow teams of teachers the time and space to create an environment that fosters collaboration and continuous student improvement around our academic commitments. PLC groups are more intentionally and strategically designed as compared to the 2023-2024 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/26/24 - 09/05/24	Clarify the mission and purpose of PLCs at Nottingham and share PLT meeting schedule for weekly teacher collaboration PLC – Professional Learning Community (School) PLT – Professional Learning Team (collaborative groups of teachers meeting regularly) by academy/grade level	Nolan Snell	Link continuum Dr Nolan – Opening staff meeting Master schedule Common PLC meeting space	
09/05/24	Review the 3 big ideas of a PLC and incorporate the language and messaging into school language, culture and frame all conversations around them	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Big ideas #1 – Focus on learning #2 – Create a collaborative culture and share collective responsibility #3 – Results oriented	
09/03/24 09/20/24	Develop a guiding coalition with at least 3 teachers.	Nolan Snell Sterpe	Link continuum	
09/09/24 -9/23/24	Develop a personalized PLT SMART goal aligned to one of the three big ideas of a PLC: Examples of possible include PLTs norms, essential learning standard, deconstruct standards, CFA, creating a pacing guide, data analysis protocol, small groups, student self-reporting/SMART goals, developing rubrics for tasks)	PLTs	PLC Protocols Developing Team Norms	
09/23/24 - 10/31/24	Launch learning cycle #1: 4 PLT questions with CER #1 (10-15 min in agenda to talk Tier 1 instruction)	PLTs Snell Sterpe	4 PLC Questions CER	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
09/09/24 - 10/31/24	Nottingham PLC Mission Statement-Artifact	By developing a mission statement, the school is grounded in the PLC work and fostering a collaborative environment	
10/21/24 10/25/24	Teams will utilize <i>LBD</i> continuums to self-assess and self-reflect	An increase in PLT collaboration by identifying strengths/weaknesses and next steps	
09/03/24 09/20/24	Guiding coalition and PLT meetings dates for the year	Roster of guiding coalition and meeting dates for the year	

09/23/24	Each team will write and complete a SMART goal (team choice around PLC product – see action step above)	By September 23 rd 100% of our teams have developed a SMART goal	

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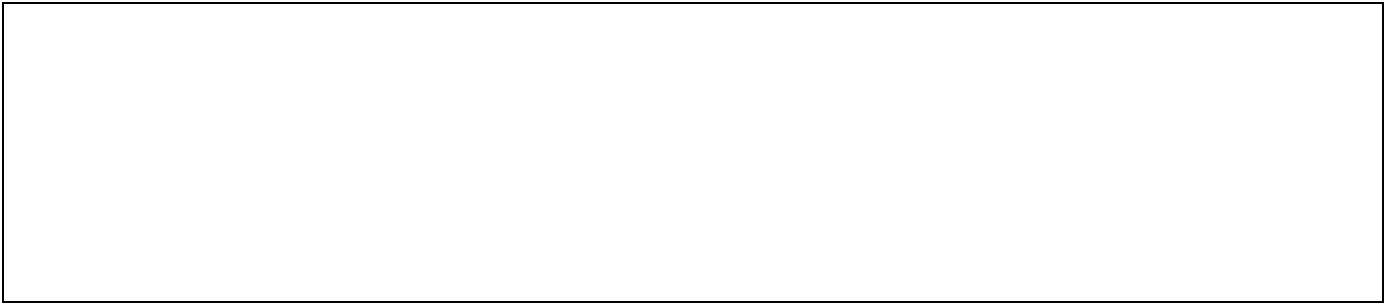
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We plan to expand on this key strategy by aligning our master schedule to allow teams of teachers the time and space to create an environment that fosters collaboration and continuous student improvement around our academic commitments. PLC groups are more intentionally and strategically designed as compared to the 2023-2024 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 11/08/24	Collect data to monitor/adjust SMART goal developed by each PLT- use data from learning cycle (see action step in Aug-Oct)	Snell Sterpe PLTs	PLTs SMART Goal and resources Additional protocols	
11/01/24 - 11/08/24	Collect feedback from collaborative teams after first cycle to provide support for teams and individuals	Snell Sterpe	PLC continuums MS form	
11/25/24 - 12/20/24	Launch learning cycle #2: 4 PLT questions with CER #2, skills, unit essential standards, etc. (collaborative PLTs determine focus of learning cycle)	PLTs Snell Sterpe Guiding Coalition	4 PLC Questions CER	
11/01/24 - 12/20/24	Grade level teams create a schedule to deliver Tier 2 support based on BAG (behavior, attendance, grades) data	Grade level teams Admins	Academy schedule 9 th grade SOAR schedule Available space	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 12/20/24	PLT sign-in sheet	100% of teachers participating in PLTs	
11/08/24	Data collection around each PLTs SMART goal	By implementing and revisiting the SMART goal during each “sprint”, we can ensure the PLT remains focused, effective, and continuously improving in their efforts to increase student achievement and outcomes	
12/16/24 - 12/20/24	Teams will utilize <i>LBD</i> continuums to self-assess and self-reflect	An increase in PLT collaboration by identifying strengths/weaknesses and next steps. This will also allow the instructional coaches to offer differentiated support to teams and/or individual teachers	

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We plan to expand on this key strategy by aligning our master schedule to allow teams of teachers the time and space to create an environment that fosters collaboration and continuous student improvement around our academic commitments. PLC groups are more intentionally and strategically designed as compared to the 2023-2024 school year.

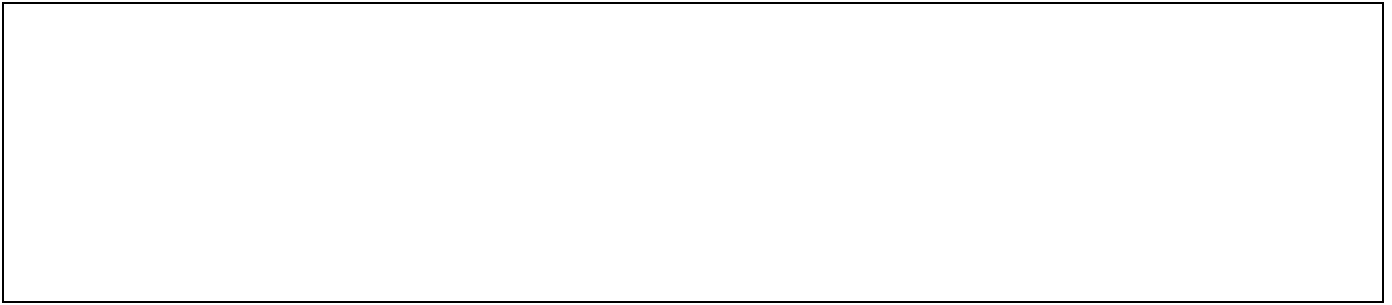
IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 01/17/25	Create a revised SMART goal based on first half of year and needs of collaborative team. Collect data to monitor and adjust	PLTs Snell Sterpe	SMART Goal and resources Additional protocols	
01/27/24 - 02/28/25	Launch learning cycle #3: 4 PLT questions with CER #3, skills, unit essential standards, etc. (collaborative PLTs determine focus of learning cycle)	PLTs Snell Sterpe Guiding Coalition	4 PLC Questions CER	
01/27/24 - 03/28/25	Collect feedback from collaborative teams after first cycle to provide support for teams and individuals	Snell Sterpe	PLC continuums MS form	
01/27/24 - 03/28/25	Grade level teams create a schedule deliver Tier 2 support based on BAG data	Grade level teams Admin	Academy schedule 9 th grade SOAR schedule Available space	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/27/24 - 03/28/25	PLT sign-in sheet	100% of teachers participating in PLTs	
01/27/24 - 03/28/25	Walkthroughs/Check-Ins 2x per month	Check-ins where Admin attend PLTs 2x per month will continue to promote the school’s PLC vision and goals and show their commitment to collaborative professional teams.	
01/27/24 - 03/28/25	Teams will utilize <i>LBD</i> continuums to self-assess and self-reflect	An increase in PLT collaboration by identifying strengths/weaknesses and next steps. This will also allow the instructional coaches to offer differentiated support to teams and/or individual teachers	

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: Snell

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We plan to expand on this key strategy by aligning our master schedule to allow teams of teachers the time and space to create an environment that fosters collaboration and continuous student improvement around our academic commitments. PLC groups are more intentionally and strategically designed as compared to the 2023-2024 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to collect data to monitor/adjust PLT SMART goal using data from learning cycle	PLTs	ENL and Sped Teachers Instructional coaches District coaches	
04/21/25 - 06/12/25	Launch learning cycle #4: 4 PLT questions with CER #4, skills, unit essential standards, etc. (collaborative PLT determine focus of learning cycle)	PLTs Snell Sterpe Guiding Coalition	4 PLC Questions CER	
05/28/25 - 06/16/25	Share and celebrate PLT successes, growth and reflections on the continuous cycle of improvement	PLTs Snell Sterpe Guiding Coalition	PLC Continuum reflections and data Forms/surveys	
05/28/25 - 06/16/25	Begin planning PLC action steps for next year’s SCEP plan	Snell Sterpe Guiding Coalition	SCEP plan	
04/01/25 - 06/16/25	Grade level teams create a schedule to deliver Tier 2 support based on BAG data	Grade level teams Admin	Academy schedule 9 th grade SOAR schedule Available space	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/01/25 - 06/16/25	PLT sign-in sheet	100% of teachers participating in PLTs	
04/01/25 - 06/16/25	Walkthroughs/Check-ins	Check-ins where Admin attend PLTs 2x per month to continue to promote the school’s PLC vision and goals and show their commitment to collaborative professional teams.	
04/01/25 - 06/16/25	Data collection around each PLTs SMART goal	By implementing and revisiting the SMART goal during each “sprint”, we can ensure the PLT remains focused, effective, and continuously improving in their	

		efforts to increase student achievement and outcomes	
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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: Using graphic organizers and/or visuals to support diverse learners	School Lead: ENL Department Lead (TBD)
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “better engaging students in learning” as an area in need of strengthening. Around 20% of Nottingham’s students are English Language Learners, and around 19% are students with disabilities, constituting a significant percentage of our overall student population. We are selecting this strategy because we recognize the need to address the diversity of our student population, in alignment with our key priorities and the SCSD’s strategic plan. Diverse learners encompass students with a range of abilities, backgrounds, and learning styles. By presenting information in different formats and providing visuals supports, the school will increase accessibility and ensure that all students have the opportunity to engage with and understand the content.

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.

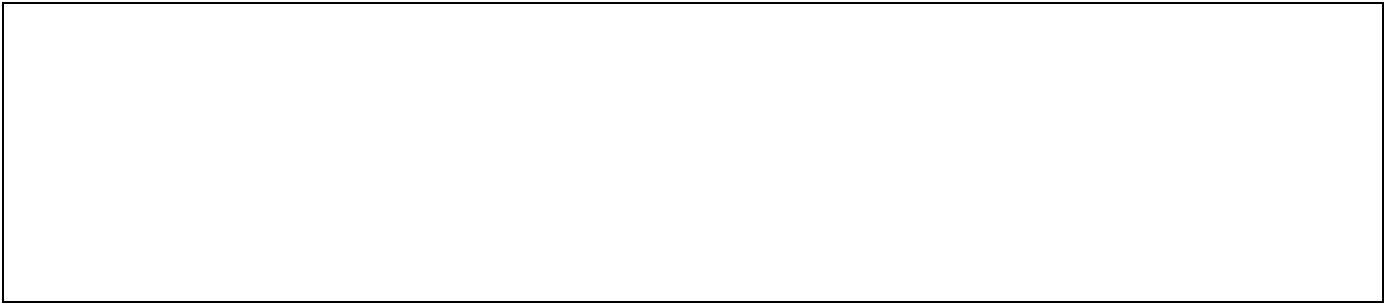
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/28/24 - 09/06/24	Introduce the Language Acquisition Chart and bilingual glossaries to all staff either during opening days or during the September faculty meeting.	Killenbec ENL Lead TBD	Faculty meeting time	
08/28/24 - 10/31/24	Model the use of visual supports in all staff PD opportunities (staff meetings, superintendent conference days, newsletters, committees, content meetings, etc.)	Killenbec ENL Lead TBD	Team meetings PD presentations	
08/28/24 - 10/31/24	Utilize consultant teachers and ENL push-in teachers in the planning process, with their respective teachers, to modify and adapt classroom materials	Teachers ENL and Sped Teachers	Team meetings Common planning time	
08/28/24 - 10/31/24	Provide opportunities for staff to complete ENL 101, 102, 103 with the goal of all staff members having ENL 101 completed by 10/31.	ENL Lead TBD IPD	Utilize district ENL coach to coordinate	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
08/28/24 - 10/31/24	Walk through tool	Identify specific indicator(s) to collect data around visuals in the classroom	
8/30/24	Calendar of common planning times	Teachers utilizing this time to collaborate and lesson plan with ENL/SPED teachers	
8/28/24 - 10/31/24	Growth data based on walkthrough indicators aligned to visual supports and graphic organizers	Admin and coaches each complete 3-4 walkthroughs to collect 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: Using graphic organizers and/or visuals to support diverse learners	School Lead: ENL Department Lead (TBD)
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “better engaging students in learning” as an area in need of strengthening. Around 20% of Nottingham’s students are English Language Learners, and around 19% are students with disabilities, constituting a significant percentage of our overall student population. We are selecting this strategy because we recognize the need to address the diversity of our student population, in alignment with our key priorities and the SCSD’s strategic plan. Diverse learners encompass students with a range of abilities, backgrounds, and learning styles. By presenting information in different formats and providing visuals supports, the school will increase accessibility and ensure that all students have the opportunity to engage with and understand the content.

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 (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 11/15/24	Connect with ENL department to develop a PD plan unique to our building goal – SCSD ENL PD Catalog	ENL Lead TBD Snell Sterpe IPD	Align to IPD committee after school PD Share district PD offerings	
11/01/24 - 12/20/24	Utilize consultant teachers and ENL push-in teachers in the planning process, with their respective teachers, to modify and adapt classroom materials	Killenbec ENL Lead TBD ENL and Sped Teachers	Team meetings Common planning time	
11/01/24 - 11/22/24	Use ENL Visual Supports Walkthrough tool to gather evidence of use of visual supports and graphic organizers for ELLs (baseline/pre data)	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Walkthrough Schedule SchoolMint Grow	
11/07/24 12/05/24	Share the results of evidence gathered from walkthroughs with staff at December faculty meetings and review the most recent ELP scores at the November faculty meeting	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Faculty meeting	
11/01/24 12/20/24	Provide opportunities for staff to complete ENL 101, 102, 103.	ENL Lead TBD	After school PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 - 12/20/24	Common planning time utilized	Teachers utilizing this time to collaborate and lesson plan with ENL/SPED teachers	

11/01/24 - 11/22/24	Growth data based on walkthrough indicators aligned to visual supports and graphic organizers	Use of graphic organizers and visuals increases by 15% from baseline data.	
11/01/24 - 12/20/24	ENL PD completion	All staff have completed ENL 101 and at least 50% have completed ENL 102.	

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: Using graphic organizers and/or visuals to support diverse learners	School Lead: ENL Department Lead (TBD)
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “better engaging students in learning” as an area in need of strengthening. Around 20% of Nottingham’s students are English Language Learners, and around 19% are students with disabilities, constituting a significant percentage of our overall student population. We are selecting this strategy because we recognize the need to address the diversity of our student population, in alignment with our key priorities and the SCSD’s strategic plan. Diverse learners encompass students with a range of abilities, backgrounds, and learning styles. By presenting information in different formats and providing visuals supports, the school will increase accessibility and ensure that all students have the opportunity to engage with and understand the content.

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 (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Continue with PD plan developed and adjust as needed based on feedback and walkthrough data	ENL Lead TBD Snell Sterpe IPD	Align to IPD committee after school PD Share district PD offerings	
01/06/25 - 03/28/25	Continue to use ENL Visual Supports Walkthrough Tool routinely	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Walkthrough schedule SchoolMint Grow	
04/06/25	Share the results of evidence gathered from walkthroughs with staff at March faculty meetings	Killenbec	Faculty Meetings	
01/06/25 - 03/28/25	Utilize consultant teachers and ENL push-in teachers in the planning process, with their respective teachers, to modify and adapt classroom materials	ENL Lead TBD	Common Planning time Team meetings	
01/06/25 - 03/28/25	Provide opportunities for staff to complete ENL 101, 102, 103 at various times throughout the year. All staff should have ENL 102 completed by 3/28.	ENL Lead TBD	After school PD	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25 - 03/28/25	Common planning time utilized	Teachers utilizing this time to collaborate and lesson plan with ENL/SPED teachers	
01/06/25 - 03/28/25	Growth data based on walkthrough indicators aligned to visual supports and graphic organizers	Use of graphic organizers and visuals increases by 30% from baseline data.	
01/06/25 - 03/28/25	ENL PD completion	All staff have completed ENL 101 and ENL 102.	

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: Using graphic organizers and/or visuals to support diverse learners

School Lead: ENL Department Lead (TBD)

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “better engaging students in learning” as an area in need of strengthening. Around 20% of Nottingham’s students are English Language Learners, and around 19% are students with disabilities, constituting a significant percentage of our overall student population. We are selecting this strategy because we recognize the need to address the diversity of our student population, in alignment with our key priorities and the SCSD’s strategic plan. Diverse learners encompass students with a range of abilities, backgrounds, and learning styles. By presenting information in different formats and providing visuals supports, the school will increase accessibility and ensure that all students have the opportunity to engage with and understand the content.

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 (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Use ENL Visual Supports Walkthrough Tool to gather evidence of use of visual supports and graphic organizers for ELLs (post data)	Nolan DeTore Killenbec Hogle Johnson Snell Sterpe	Walkthrough schedule SchoolMint Grow	
05/01/25	Share the results of evidence gathered from walkthroughs with staff at May faculty meetings	Killenbec	Faculty Meetings	
05/01/25 - 06/16/25	Use the results of evidence gathered to inform SCEP planning for the following school year	Killenbec ENL Lead TBD Snell Sterpe	SCEP planning meeting	
04/01/25 - 06/16/25	Utilize consultant teachers and ENL push-in teachers in the planning process, with their respective teachers, to modify and adapt classroom materials	ENL Lead TBD	Common Planning time Team meetings	
04/01/25 - 06/16/25	Opportunities for staff to complete ENL 101, 102, 103 at various times throughout the year	ENL Lead TBD Snell Sterpe IPD	After school PD	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/01/25 - 06/16/25	Common planning time utilized	Teachers utilizing this time to collaborate and lesson plan with ENL/SPED teachers	
04/01/25 - 06/16/25	Growth data based on walkthrough indicators aligned to visual supports and graphic organizers	Use of graphic organizers and visuals increases by 50% from baseline data.	
04/01/25 - 06/16/25	ENL PD completion	All staff have completed ENL 101, 102, and 103.	

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

Key Strategy 1: Intentional welcoming school/class environment	School Lead: DEB Lead - TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on student interviews and survey results, we are selecting this strategy because we recognize the profound impact a positive and inclusive environment has on student well-being, engagement and academic achievement. By intentionally creating a welcoming school and class environment, our students will feel respected and valued in a space that embraces equity and diversity.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We plan to expand on this strategy by being more intentional about the student experience in our school and making sure we have the appropriate supports in place to foster inclusivity, respect and a sense of belonging for all by leveraging student leadership groups (principal’s cabinet, ENL leadership team, etc.).

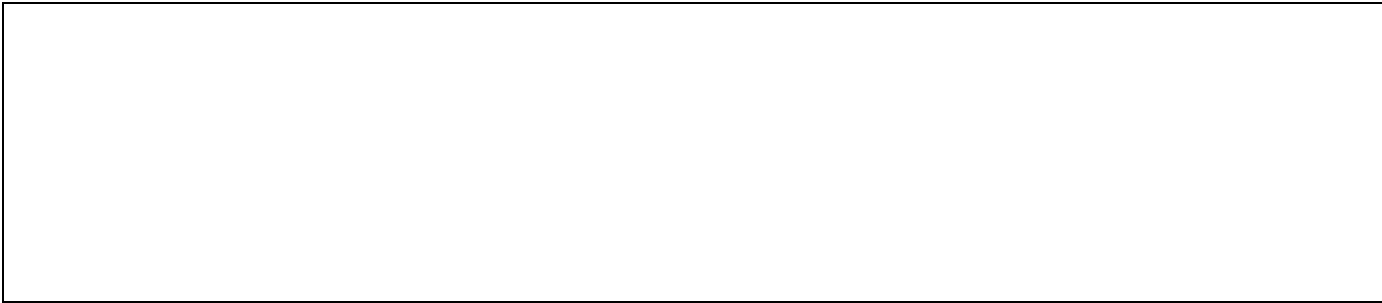
IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/01/24 - 09/03/24	Create welcome signs and display them near the entrance and in the languages used by school staff, students, and families (top 5 languages in building)	Equity Committee	LMS	
08/01/24 - 09/03/24	Create signs for each classroom door with teacher names and contact information and translate signs for locations around the school (ex. Bathroom, cafeteria, main office, etc.)	ENL Dept Sterpe WL	QR code for direct teacher access Walkthrough tool	
09/04/24 - 10/31/24	Display student work throughout the building, classrooms, shared on school website, etc.	DEB Lead -TBD Classroom teachers	Art dept Walkthrough tool	
09/04/24 - 10/31/24	Create a calendar of events to celebrate cultural heritages and student involvement in the school throughout the year, such as the multicultural festival, culture night, etc.	Sterpe DEB Lead - TBD	Equity committee Student Government	
09/04/24 - 10/31/24	Offer professional development on ways to create welcoming spaces and amplify student voices	DEB Lead IPD Committee	Utilize district DEB team for PD support	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
09/04/24 - 10/31/24	Hold monthly meetings to elicit feedback from principal’s student cabinet members and student government	Student voice in the building will promote a sense of belonging for all	
09/04/24 - 10/31/24	Admin monthly building walkthroughs 2x per month	Evidence of 50% of classrooms have signs/student work displayed in classrooms. This will promote the school’s commitment to intentionally creating a welcoming school and class environment	

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



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

Key Strategy 1: Intentional welcoming school/class environment	School Lead: Deb Lead - TBD
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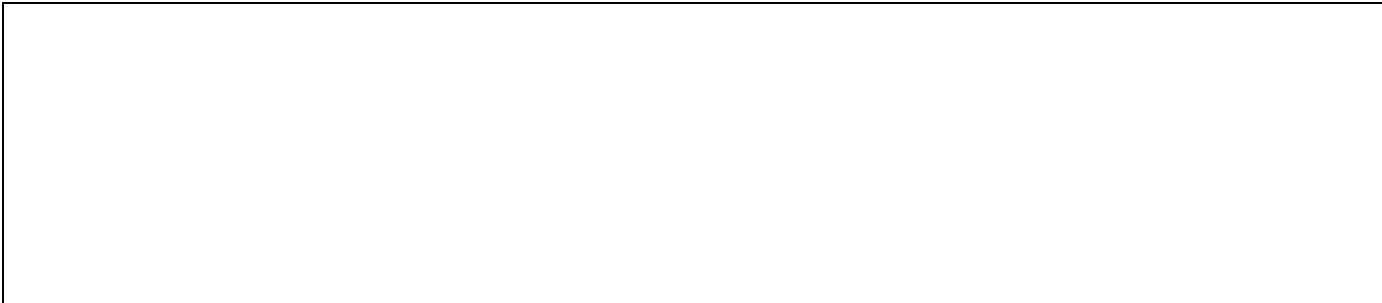
Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on student interviews and survey results, we are selecting this strategy because we recognize the profound impact a positive and inclusive environment has on student well-being, engagement and academic achievement. By intentionally creating a welcoming school and class environment, our students will feel respected and valued in a space that embraces equity and diversity.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We plan to expand on this strategy by being intentional about the student experience in our school and making sure we have the appropriate supports in place to foster inclusivity, respect and a sense of belonging for all.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Continue to display student work throughout the building, classrooms, shared on school website, etc.	DEB Lead Classroom teachers	Art Dept Walkthrough tool	
11/01/24 - 12/20/24	Continue to brainstorm and organize school-wide events that celebrate cultural heritages and student involvement in the school throughout the year	Sterpe DEB Lead - TBD	Equity Committee Student Government	
11/01/24 - 12/20/24	Monitor to ensure there are signs for each classroom door with teacher names and contact information and translate signs for locations around the school (ex. Bathroom, cafeteria, main office, etc.)	DEB Lead Sterpe	Walkthrough tool	
11/01/24 - 12/20/24	Continue to offer targeted and personalized professional development sessions on ways to create welcoming spaces and amplify student voices	DEB Lead IPD Committee	Utilize district DEB team for PD support PD needs, what do teachers need to further support this commitment	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 - 12/20/24	Elicit feedback from principal’s student cabinet, student government members, and other stakeholders through monthly check-ins	Student voice in the building will promote a sense of belonging for all	
11/01/24 - 12/20/24	Admin monthly building walkthroughs 2x per month	Evidence of 70% of classrooms have signs/student work displayed in classrooms. This will promote the school’s commitment to intentionally creating a welcoming school and class environment	

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



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

Key Strategy 1: Intentional welcoming school/class environment	School Lead: DEB Lead - TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on student interviews and survey results, we are selecting this strategy because we recognize the profound impact a positive and inclusive environment has on student well-being, engagement and academic achievement. By intentionally creating a welcoming school and class environment, our students will feel respected and valued in a space that embraces equity and diversity.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We plan to expand on this strategy by being intentional about the student experience in our school and making sure we have the appropriate supports in place to foster inclusivity, respect and a sense of belonging for all.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Continue to display student work throughout the building, classrooms, shared on school website, etc.	DEB Lead Classroom teachers	Walkthrough tool	
01/06/25 - 03/28/25	Continue to brainstorm and organize school-wide events that celebrate cultural heritages and student involvement in the school throughout the year	Sterpe DEB Lead - TBD	Equity Committee Student Government	
01/06/25 - 03/28/25	Continue to monitor that there are signs for each classroom door with teacher names and contact information and translate signs for locations around the school (ex. Bathroom, cafeteria, main office, etc.)	DEB Lead Sterpe	Walkthrough tool	
01/06/25 - 03/28/25	Continue to offer professional development on ways to create welcoming spaces and amplify student voices	DEB Lead IPD Committee	Utilize district DEB team for PD support	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25 - 03/28/25	Elicit feedback from principal’s student cabinet members and other stakeholders by creating monthly meetings for feedback	Student voice in the building will promote a sense of belonging for all	
01/06/25 - 03/28/25	Admin monthly building walkthroughs 2x per month	Evidence of 85% of classrooms have signs/student work displayed in classrooms. This will promote the school’s commitment to intentionally creating a welcoming school and class environment	

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

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

Key Strategy 1: Intentional welcoming school/class environment	School Lead: DEB Lead -TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on student interviews and survey results, we are selecting this strategy because we recognize the profound impact a positive and inclusive environment has on student well-being, engagement and academic achievement. By intentionally creating a welcoming school and class environment, our students will feel respected and valued in a space that embraces equity and diversity.

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

We plan to expand on this strategy by being intentional about the student experience in our school and making sure we have the appropriate supports in place to foster inclusivity, respect and a sense of belonging for all.

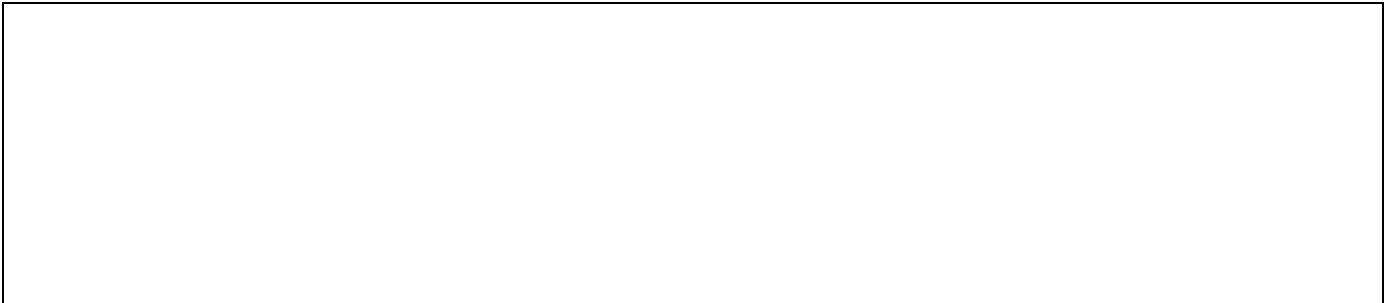
IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to display student work throughout the building, classrooms, shared on school website, etc.	DEB Lead Classroom teachers		
04/01/25 - 06/16/25	Create an action plan for all students, staff and parents to take the Panorama survey	Admin SLT		
04/01/25 - 06/16/25	Analyze Panorama survey data and YTD attendance data and trends to plan for next year’s SCEP	Admin SLT	Utilize department liaisons to develop plan Translate survey	
04/01/25 - 06/16/25	Brainstorm and organize school-wide events that celebrate cultural heritages throughout the yea	Equity Committee		
04/01/25 - 06/16/25	Continue to offer professional development on ways to create welcoming spaces and amplify student voices	DEB Lead IPD Committee	Utilize district DEB team for PD support	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/01/25 - 06/16/25	Panorama survey participation	Incentivize survey 10% increase in student, teacher, family participation from last year	
04/01/25 - 06/16/25	Elicit feedback from principal’s student cabinet members and student government by creating monthly meetings for feedback	Student voice in the building will promote a sense of belonging for all	
04/01/25 - 06/16/25	Admin monthly building walkthroughs 2x per month	Evidence of 100% of classrooms have signs/student work displayed in classrooms. This will promote the school’s commitment to intentionally creating a welcoming school and class environment	

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: Nolan
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on daily average attendance and chronic absenteeism rates, we are selecting this strategy because we recognize the significant impact attendance has on our student academic success and overall well-being. By prioritizing the tracking and reduction of chronic absenteeism, we are acknowledging the critical role attendance plays in supporting student achievement and providing equal access to educational opportunities for student success.

- 2023-2024 9-12 Daily Average Attendance: 81.87%
- 2023-2024 Chronic Absenteeism: 47%

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We plan to refine this strategy by developing specific structures and protocols for the way our team looks at attendance data, so it is timely, and we are utilizing all our available resources.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/01/24 - 09/03/24	Create attendance goals for the school (CA, daily average attendance, course attendance) and ensure all attendance team members know how to pull data and understand it.	Nolan Rodriguez/ Jones Deans x2 - TBD	Identify attendance team members (include ENL and sped representative) Schedule attendance team meeting dates for the school year	
09/05/24 10/03/24	Share the members, process and expectation of the attendance team to the staff at Sept faculty meeting and revisit at Oct faculty meetings	Nolan Rodriguez/ Jones Deans x2 - TBD	Add attendance team to staff handbook	
09/03/24 - 09/15/24	Create a process for the daily monitoring that the attendance team will perform and establish a process and expectation to ensure all work is documented in SchoolTool, phone calls, texts, emails and home visits	Nolan Rodriguez/ Jones Deans x2 - TBD	Attendance team meeting dates	
09/03/24 - 09/15/24	Create a system/protocol for the team that demonstrates who the community partners/outside agencies are and how to make appropriate and timely referrals	Nolan Rodriguez/ Jones Deans x2 - TBD	Attendance team meeting dates	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
08/01/24 - 09/03/24	Established attendance team and meetings dates identified for the school year	Regularly scheduled meeting dates for the 2024-2025 school year	
08/01/24 - 09/03/24	Identified attendance goal for the school based on final 2023-2024 data as baseline: <ul style="list-style-type: none"> • Show a x% decrease in the number of chronically absent students • Show a x% increase in daily average attendance across all grade levels 	Analyze data to show a decrease in CAMonitor attendance data at each attendance team meeting. Create a standing agenda item at every faculty meeting to present quarterly data –	

	Create a standing agenda item during grade level team meetings to address attendance concerns	Teacher teams submit a form to share concerns with attendance team and outside agencies (No shows, concerns specific reasons they are missing class). Recognize attendance/awards by team.	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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

Key Strategy 2: Implementing an effective attendance team	School Lead: Nolan
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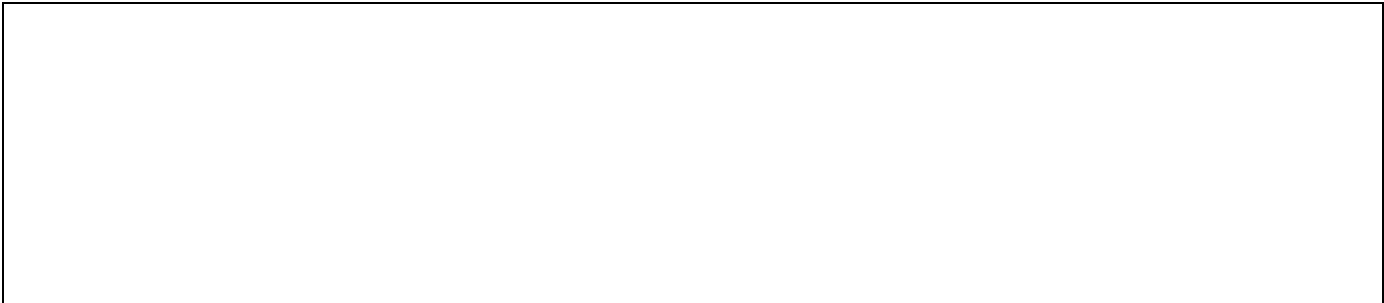
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Revisit and refine the attendance goal for the school and ensure all attendance team members know how to pull data and understand it.	Nolan Attendance team	Attendance team meeting dates Updated data	
11/01/24 - 12/20/24	Revisit and refine the process for the daily monitoring that the attendance team will perform	Nolan Attendance team	Defined school protocol	
11/07/24	Review the members, process and expectation of the attendance team to the staff at November faculty meeting	Nolan Rodriguez/ Jones		
11/01/24 - 12/20/24	Refine and revisit the system/protocol for the team that demonstrates who the community partners/outside agencies are and how to make appropriate and timely referrals	Nolan Attendance team	Defined school protocol	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 - 12/20/24	Weekly progress monitoring of attendance goal to show impact of team	Nolan Monitor attendance data at each attendance team meeting. Create a standing agenda item at every faculty meeting to present quarterly data. Create attendance targets based on Sept-Nov. data.	
11/01/24 - 12/20/24	Identifying trends for the daily monitoring of attendance and making necessary adjustments	Nolan Teacher team MS form at weekly meetings informing the attendance team to monitor student attendance	

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



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

Key Strategy 2: Implementing an effective attendance team	School Lead: Nolan
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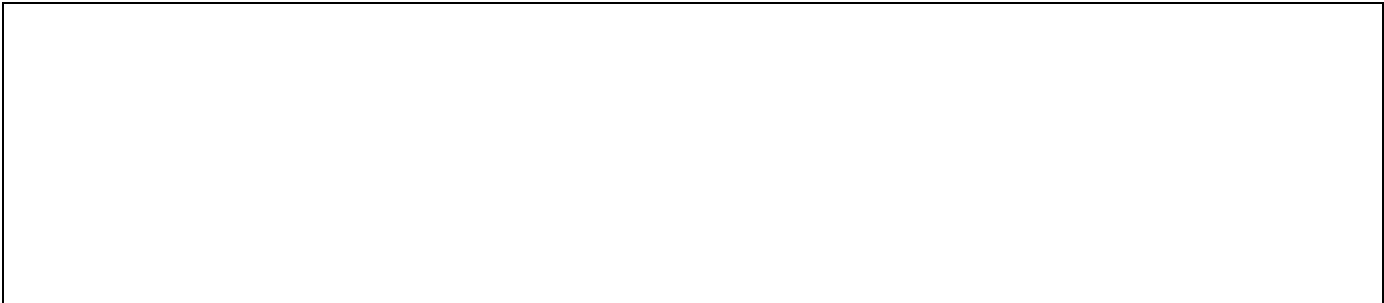
IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Revisit school’s attendance goal and refine based on first half of year data	Nolan Attendance team	Attendance team meeting dates Updated data	
01/06/25 - 03/28/25	Continue to monitor daily school attendance	Nolan Attendance team	Defined school protocol	
01/06/25 - 03/28/25	Continue to meet with and utilize community partners to support school’s attendance goal	Nolan Attendance team	Defined school protocol	
01/06/25 - 03/28/25	Continue to make appropriate and timely referrals to outside agencies	Nolan Attendance team	Defined school protocol	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25 - 03/28/25	Weekly progress monitoring of attendance goal to show impact of team	Monitor attendance data at each attendance team meeting. Create a standing agenda item at every faculty meeting to present quarterly data	
01/06/25 - 03/28/25	Identifying trends for the daily monitoring of attendance and making necessary adjustments	Teacher team MS form at weekly meetings informing the attendance team to monitor student attendance?	
01/06/25 - 03/28/25	Outside agencies report on student attendance to show impact	Positive correlation between attachment to outside agency and improved attendance	

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



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

Key Strategy 2: Implementing an effective attendance team	School Lead: Nolan
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on daily average attendance and chronic absenteeism rates, we are selecting this strategy because we recognize the significant impact attendance has on our student academic success and overall well-being. By prioritizing the tracking and reduction of chronic absenteeism, we are acknowledging the critical role attendance plays in supporting student achievement and providing equal access to educational opportunities for student success.

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 We plan to refine this strategy by developing specific structures and protocols for the way our team looks at attendance data, so it is timely, and we are utilizing all our available resources.

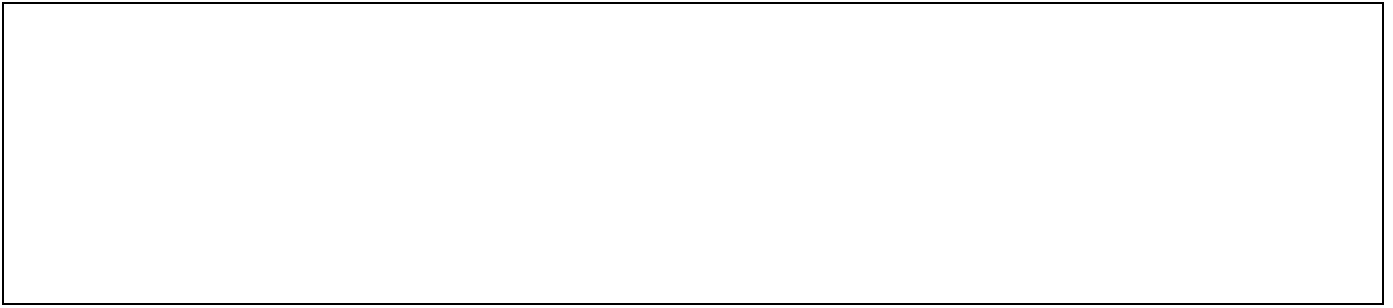
IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to monitor the attendance goal for the school	Nolan Attendance team	Attendance team meeting dates Updated data	
04/01/25 - 06/16/25	Continue to monitor daily school attendance	Nolan Attendance team	Defined school protocol	
04/01/25 - 06/16/25	Continue to meet with and utilize community partners to support school’s attendance goal	Nolan Attendance team	Defined school protocol	
04/01/25 - 06/16/25	Continue to make appropriate and timely referrals to outside agencies	Nolan Attendance team	Defined school protocol	
04/01/25 - 06/16/25	Reflect on attendance team’s structures and protocols and begin developing next year’s action steps for SCEP	Nolan Attendance team		

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/01/25 - 06/16/25	Year-to-date data trends to show attendance gains	Continued improvement and growth when comparing ytd attendance trends	
04/01/25 - 06/16/25	Action steps created for the 2025-2026 SCEP	Action steps that are intentional and aligned with/expand upon 2024-2025 progress	

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



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

Key Strategy 1: Effective partnerships with community-based organizations	School Lead: New Dean - TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “intentional follow up” and “solutions-based thinking” as points of emphasis related to organizing adults. During student interviews, no students mentioned community-based organizations when asked, “If you have a problem or issue, who do you go to?” We are choosing this strategy because we recognize that community-based organizations play a crucial role in addressing each of our students’ unique needs. Through partnership with CBOs we can meet the needs of our diverse students, enhance engagement, support at-risk populations, expand learning opportunities, build strong school-community relationships, leverage external resources, and promote equity and inclusion. Our experience with multiple CBOs has shown that without proper coordination, overlap and communication gaps can hinder collaboration. This strategy aims to streamline our partnerships, ensuring more efficient and effective support for our students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Our existing partnerships with community-based organizations will be strengthened through this strategy. We will enhance communication through monthly check-ins to monitor caseloads, student progress, and to ensure that these collaborations are more effectively aligned with our students' needs.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/01/24 - 09/06/24	Identify the CBOs (Community-based organizations) that currently work with our students within the school and share with staff	Nolan	Office staff to maintain list	
08/01/24 - 09/13/24	Develop a clear framework/system for roles and responsibilities withing the school’s partnership with CBOs including defining key contact persons, outlining specific tasks and objectives and establishing communication for regular updates. (passes, students being pulled out of class and/or missing class, kids are not pulled out of class, hall sweep protocol, focus days, etc.)	Nolan Jones	WBL coordinator, Career Counselor, CBOs support development	
08/01/24 - 09/13/24	Calendarize time for CBOs to regularly meet with building team (principal, dean, WBL coordinator, career counselor)	Nolan Deans x4 CBOs	Team meetings	
08/01/24 - 09/13/24	Develop system for monitoring the effectiveness of these partnerships, including setting up regular check-ins, feedback sessions, and progress reports to track the impact of the collaboration on both the school and CBO (key performance indicators for CBOs to meet the goals of our students)	Nolan Deans x4	WBL coordinator, Career Counselor, CBOs support development Nottingham handbook	
09/05/24 10/03/24	Share out CBO updates and celebrations at monthly faculty meetings	Nolan	Staff meeting	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/6/24	List of CBOs with description and contact information to share at September staff meeting and students they service	Create a common and consistent understanding of the roles and responsibilities of CBOs in school Digital folder/spreadsheet	

9/13/24	Calendar of meeting times to share with CBOs and school team	Create a common and consistent understanding of the roles and responsibilities of CBOs in school, outlined in a formal, 1-page documents that defines the scope of work and how effectiveness will be measured for each CBO	

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: Effective partnerships with community-based organizations	School Lead: New Dean - TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 During the Envisioning activity, SCEP team members identified “intentional follow up” and “solutions-based thinking” as points of emphasis related to organizing adults. During student interviews, no students mentioned community-based organizations when asked, “If you have a problem or issue, who do you go to?” We are choosing this strategy because we recognize that community-based organizations play a crucial role in addressing each of our students’ unique needs. Through partnership with CBOs we can meet the needs of our diverse students, enhance engagement, support at-risk populations, expand learning opportunities, build strong school-community relationships, leverage external resources, and promote equity and inclusion. Our experience with multiple CBOs has shown that without proper coordination, overlap and communication gaps can hinder collaboration. This strategy aims to streamline our partnerships, ensuring more efficient and effective support for our students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Our existing partnerships with community-based organizations will be strengthened through this strategy. We will enhance communication and implement regular monitoring to ensure that these collaborations are more effectively aligned with our students' needs.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Implement the framework/system developed for roles and responsibilities withing the school’s partnership with CBOs including defining key contact persons, outlining specific tasks and objectives and establishing communication for regular updates.	Nolan Jones CBOs	Time for implementation meetings	
11/01/24 - 12/20/24	Adhere to calendar dates for CBOs and building team to regularly meet.	Nolan Jones Mazzaferro Lawal CBOs	Minutes for meetings	
11/01/24 - 12/20/24	Implement developed system for monitoring the effectiveness of these partnerships, including setting up regular check-ins, feedback sessions, and progress reports to track the impact of the collaboration on both the school and CBO	Nolan Jones	Time for conducting check-ins, feedback sessions, and compiling progress reports.	
11/07/24 12/05/24	Share out CBO updates and celebrations at monthly faculty meetings	Nolan	Faculty meeting	
11/01/24 - 12/20/24	Review BAG data for students on CBO caseloads to measure their participation’s impact on behavior, attendance, academic performance, etc.	Nolan Jones CBOs	CBO caseloads, BAG data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/01/24 - 12/20/24	Hold regular check-ins and feedback sessions with CBOs and examine progress reports from CBOs.	CBOs are interacting with different students and are meeting the specific goals of each CBO.	

11/01/24 - 12/20/24	Follow calendar of regular meetings of CBOs and building team.	All meetings between CBOs and building team occur.	
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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: Effective partnerships with community-based organizations	School Lead: New Dean - TBD
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
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IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Revise and revisit the implementation of the framework/system developed for roles and responsibilities with the school’s partnership with CBOs including defining key contact persons, outlining specific tasks and objectives and establishing communication for regular updates.	Nolan Jones CBOs	Time for implementation meetings	
01/06/25 - 03/28/25	Continue to adhere to calendar dates for CBOs and building team to regularly meet	Nolan Jones Mazzaferro Lawal CBOs	Minutes for meetings	
01/06/25 - 03/28/25	Revise and revisit the developed system for monitoring the effectiveness of these partnerships, including setting up regular check-ins, feedback sessions, and progress reports to track the impact of the collaboration on both the school and CBO	Nolan Jones	Time for conducting check-ins, feedback sessions, and compiling progress reports.	
01/09/25 02/06/25 03/06/25	Share out CBO updates and celebrations at monthly faculty meetings	Nolan	Faculty meeting	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/06/25 - 03/28/25	Hold regular check-ins and feedback sessions with CBOs and examine progress reports from CBOs.	CBOs are interacting with different students and are meeting the specific goals of each CBO.	

01/06/25 - 03/28/25	Follow calendar of regular meetings of CBOs and building team.	All meetings between CBOs and building team occur.	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

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

Key Strategy 1: Effective partnerships with community-based organizations	School Lead: Nolan
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
04/01/25 - 06/16/25	Continue to implement the framework/system developed for roles and responsibilities withing the school’s partnership with CBOs including defining key contact persons, outlining specific tasks and objectives and establishing communication for regular updates.	Nolan Jones CBOs	Time for implementation meetings	
04/01/25 - 06/16/25	Continue to adhere to calendar dates for CBOs and building team to regularly meet	Nolan Jones Mazzaferro Lawal CBOs	Minutes for meetings	
04/01/25 - 06/16/25	Continue to implement the developed system for monitoring the effectiveness of these partnerships, including setting up regular check-ins, feedback sessions, and progress reports to track the impact of the collaboration on both the school and CBO	Nolan Jones	Time for conducting check-ins, feedback sessions, and compiling progress reports.	
04/01/25 - 06/16/25	Reflect on the CBO/school partnerships, successes and areas for improvement and develop appropriate action steps to increase the effectiveness of the partnerships for the 2025-2026 school year	Nolan Jones Mazzaferro Lawal CBOs	Team meeting time	
04/03/25 & 05/01/25	Share out CBO updates and celebrations at monthly faculty meetings	Nolan	Faculty meeting	

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

01/06/25 03/28/25	Hold regular check-ins and feedback sessions with CBOs and	CBOs are interacting with different students and are meeting the	
01/06/25 03/28/25	Follow calendar of regular meetings of CBOs and building	All meetings between CBOs and building team occur.	

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: Mental Health and Wellness	School Lead: Johnson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Survey data and student interview responses suggest that many of our students need mental health support due to issues related to poverty and trauma. Screening helps identify mental health issues before they escalate, allowing for early intervention and support. This proactive action can significantly improve students' long-term outcomes.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/28/24 - 09/06/24	Share overview of the BIMAS mental health screening with staff including administration directions and timeline.	Johnson Fitzgerald Odom New Social Workers	Create a schedule for administration School Counselors (as needed)	
09/04/24 - 09/13/24	Administer the BIMAS in [TBD] classes to every student.	Fitzgerald Odom New Social Workers Teachers	10-15 min of classroom time School Counselors	
09/23/24 - 10/04/24	Analyze BIMAS data and create a list of students at risk – specifically those in need of Tier 2 interventions ((CICO, referrals to mental health services, Safety Plan)	SIT Jones	BIMAS data SIT meetings School Counselors	
09/23/24 - 10/18/24	Begin to develop individualized intervention plan with progress monitoring	SIT Jones	SIT meeting time School Counselors	
08/01/24 - 10/31/24	Analyze cohort data to begin planning academic supports for students in danger of not meeting graduation requirements	Nolan SLT	Saturday academies Grade recovery plans EDLP	

PROGRESS MONITORING (AUGUST – SEPTEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
09/04/24 09/20/24	Administer BIMAS – Baseline Data	At least 80% of students complete the BIMAS	
09/23/24 10/18/24	Individual intervention plans created	At least 80% in need of tier 2 interventions have intervention plans	

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

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

Key Strategy 2: Mental Health and Wellness	School Lead: Johnson
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/01/24 - 12/20/24	Implement the individualized intervention plans based on the BIMAS data analysis	Fitzgerald Odom New Social Workers	Individual time with students Small groups	
11/01/24 - 12/20/24	Create a standing agenda item on the SIT agenda to regularly monitor the implementation and effectiveness of the interventions.	Johnson SIT	SIT meeting time	
11/11/24	Plan additional professional development sessions for teachers to support trends identified as a part of the BIMAS.	Johnson T. Little Sterpe IPD	SIT meeting time	
12/12/24	Make any necessary adjustments to individualized intervention plans based on progress monitoring data and feedback.	Johnson Jones SIT	SIT meeting time	
11/01/24 - 12/20/24	Plan and offer academic support opportunities for students in danger of not meeting graduation requirements	Nolan SLT Cohort Admins	Saturday academies Grade recovery plans EDLP	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/11/24 - 12/12/24	Goals set as a part of individualized implementation plans.	At least 50% of students meet their progress monitoring goals.	
12/20/24	Offer academic support opportunities for students in danger of not meeting graduation requirements	At least two academic support opportunities are provided to students.	

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

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

Key Strategy 2: Mental Health and Wellness	School Lead: Johnson
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Survey data and student interview responses suggest that many of our students need mental health support due to issues related to poverty and trauma. Screening helps identify mental health issues before they escalate, allowing for early intervention and support. This proactive action can significantly improve students' long-term outcomes.

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 (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/06/25 - 03/28/25	Continue implementation of the individualized intervention plans.	Fitzgerald Odom New Social Workers	Individual time with students Small groups	
01/06/25 - 03/28/25	Continue to discuss the monitoring, implementation and effectiveness of the interventions during SIT team meetings and make any necessary adjustments	SIT Jones	SIT meeting time Dean	
01/06/25 - 03/28/25	Share out student intervention data with staff/PLTs/Staff meeting	Johnson	Staff meeting time	
01/06/25 - 03/28/25	Plan and offer academic support opportunities for students in danger of not meeting graduation requirements (grades 9-12)	Nolan SLT Cohort Admins	Saturday academies Grade recovery plans EDLP	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/28/25	Goals set as a part of individualized implementation plans.	At least 65% of students meeting their progress monitoring goals.	
3/28/25	Offer academic support opportunities for students in danger of not meeting graduation requirements	At least three more academic support opportunities are provided to students.	

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

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

Key Strategy 2: Mental Health and Wellness	School Lead: Johnson
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Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Survey data and student interview responses suggest that many of our students need mental health support due to issues related to poverty and trauma. Screening helps identify mental health issues before they escalate, allowing for early intervention and support. This proactive action can significantly improve students' long-term outcomes.

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
04/01/25 - 06/16/25	Continue implementation of the individualized intervention plans	Fitzgerald Odom New Social Workers	Individual time with students Small groups	
04/01/25 - 06/16/25	Continue to discuss the monitoring, implementation and effectiveness of the interventions during SIT team meetings and make any necessary adjustments	Jones SIT	SIT meeting time	
05/01/25 - 06/20/25	Assess overall progress of each intervention plan and identify what will need to continue in the next year	Johnson Jones SIT	SIT meeting time	
05/01/25 - 06/20/25	Reflect on BIMAS assessment and the monitoring, implementation and effectiveness of the student interventions put into place and develop action steps for the 2025-2026 SCEP plan	Johnson Jones SIT	SIT meeting time	
04/01/25 - 06/16/25	Plan and offer academic support opportunities for students in danger of not meeting graduation requirements (grades 9-12)	Nolan SLT Cohort Admins	Saturday academies Grade recovery plans EDLP	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/16/25	Goals set as a part of individualized implementation plans.	At least 75% of students meeting their progress monitoring goals.	
6/16/25	Offer academic support opportunities for students in danger of not meeting graduation requirements	At least three more academic support opportunities are provided to students.	

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

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

	Student Survey Questions (Grades 6-12) (From Spring District Climate Survey)	2022-23 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)	51%	56%	
2	How positive or negative is the energy of your school? (SC1)	31%	36%	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	20%	25%	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	44%	49%	
5	How often are people disrespectful to others at your school? (SS1)	15%	20%	
6	How often do students get into physical fights at your school? (SS2)	6%	11%	
7	How often do you worry about violence at your school? (SS4)	36%	41%	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	52%	57%	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	45%	50%	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	47%	52%	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
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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)	56%	61%	
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)	73%	78%	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	85%	90%	
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)	71%	76%	
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)	78%	83%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	51%	56%	
7	How motivating are the classroom lessons at your child's school? (SC2)	53%	58%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	54%	59%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	34%	39%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	55%	60%	

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	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
Andrew Nolan	Principal		5/14					6/3				6/3	6/4	6/5	6/10, 6/25
Ashley Killenbec	Vice-Principal		5/14	6/3	6/3	6/4		6/5				6/10, 6/11, 6/13, 6/25			
Hugh Hogle	Vice-Principal		5/14												6/11, 6/13
Lyn De Tore	Vice-Principal		5/14												
Candace Johnson	Vice-Principal		5/14												6/11
Sarah Snell	Instructional Coach		5/14	6/3	6/3	6/4	6/5	6/10, 6/11, 6/13, 6/25							
Peter Sterpe	Instructional Coach		5/14	6/3	6/3	6/4	6/11, 6/13, 6/25								
Heather Moses	Teacher		5/14	6/3	6/3	6/4	6/5	6/10, 6/11, 6/13, 6/25							
Anne Daviau	Teacher		5/14				6/5	6/11, 6/13,							
Donald Little	Teacher		5/14	6/3	6/3	6/4	6/5	6/13							
Brian English	Teacher							6/3	6/3	6/4	6/5	6/10, 6/11, 6/13			
Lauren Cirulli	Teacher												6/4		6/10, 6/11, 6/13
Joseph Bennett	Teacher		5/14												6/11
Kari Egerbrecht	Teacher														6/13
Loretta Windhausen	Teaching Assistant														
Kenyon Black	Parent							6/3	6/3	6/4	6/5	6/10, 6/11, 6/13			

LEARNING AS A TEAM

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

Student Interviews

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

The student interviews played a crucial role in the development of our SCEP plan by providing direct insight into the experiences, needs, and perspectives of the students at Nottingham High School. The student interviews helped shape our commitments to reflect the student perspectives on current programs and ways we can improve both academically in the school and the school's culture and climate.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The team determined that the strategies in this plan are likely to improve subgroup performance by conducting a comprehensive process involving multiple meetings with the principal, SLT, and other school representatives. They engaged in activities such as envisioning, analyzing internal academic, behavioral, and attendance data, examining survey data, and reviewing and coding interview results to synthesize key takeaways, ensuring a well-rounded and data-driven approach.