



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	McKinley-Brighton Elementary School	TBD	PreK-5	CSI

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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	John Devendorf	Principal
2	Jeff Charles	Vice Principal
3	Jessica Svoboda	Administrative Intern
4	Kathleen Kurgan	Instructional Coach
5	Darci LaRose	Librarian
6	Elizabeth Dupra	Teacher/K
7	Lisa Egan	Teacher/K
8	Arlene Smith	Teacher/1st
9	Taya Fable	Teacher/1st
10	Tara Hayes	Teacher/K-1 Special Education
11	Margaret Tabor	Teacher/3rd
12	Clint Crysler	Teacher/3rd
13	Katherine Sauro	Teacher/4th
14	Taylor Kims	Teacher/4th
15	Kelly Carey-Raymond	Teacher/AIS
16	Lisa Garofalo	Teacher/AIS
17	Kristie Blume	Resource/CT
18	Penny Carroll	Parent
19	Kristina Cooper	Parent

Table of Contents – Bookmark Links

Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

Academic Commitment #1

- [Strategy 1](#) (p. 4)
- [Strategy 2](#) (p. 8)

Academic Commitment #2

- [Strategy 1](#) (p. 12)
- [Strategy 2](#) (p. 16)

Attendance Commitment

- [Strategy 1](#) (p. 20)
- [Strategy 2](#) (p. 24)

Student Supports Commitment

- [Strategy 1](#) (p. 28)
- [Strategy 2](#) (p. 32)

End of Year Survey

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	School Customized Unpacking and aligning learning targets throughout a lesson	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	R
		2	Formative Assessment Practices	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Intentional Welcoming School/Class Environment	E
		2	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Social Emotional Learning	R
		2	Components of a Restorative Justice Landscape	R

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

Key Strategy 1: Accountable Talk	School Lead: Kelly Carey-Raymond
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its impact.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The focus will be differentiated based on walk through data and teacher self-assessment, leading to students engaging in and leading academic discourse across content areas.

- Creating a classroom environment conducive to student discourse through the protocols
- 12 talk moves
- Three principles of accountable talk: accurate knowledge, rigorous thinking, and learning community.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Identify or develop an effective feedback system using common language for specific and actionable feedback & teacher self-assessment based on AT Classroom Indicator tool for the school year, including a teacher self-assessment tool.	Admin	District provided tools – AT Classroom indicator tool, asset walk tool, student experience feedback	
9/30/24	Communicate the Feedback system to staff.	Admin	School Mint Grow Time/People	
9/30/24	Collect and analyze base-line data using district provided tools (classrooms, student experience, teacher self-assessment/reflection).	Raymond	District provided tools – AT Classroom indicator tool, asset walk tool, student experience feedback	
10/31/24	Create and deliver PD to all staff to deepen understanding of AT, including look fors, teacher self-assessment, teacher goal setting around their implementation of AT	Raymond	District will Provide a menu of PD Time/People	
10/31/24	Determine appropriate student created artifacts/student work to collect as evidence of AT impact (i.e. writing tasks, explanations, and justifications and collect baseline data)	Raymond	CER for ELA and Math	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Share of calendar of planning time with departments for support.	Calendar with scheduling coordinated between teams	
10/31/24	Document and reflect on building assets and next steps in building PD plan.	Differentiated PD on the PLC schedule	
10/31/24	Set a professional goal around AT. 100% of teachers will have at least one.	Teacher SMART Goals added to the AT Padlet	

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: Kelly Carey-Raymond
---	---

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its impact.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 The focus will be differentiated based on walk through data and teacher self-assessment, leading to students engaging in and leading academic discourse across content areas.

- Creating a classroom environment conducive to student discourse
- 12 talk moves
- Three principles of accountable talk: accurate knowledge, rigorous thinking, and learning community.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Develop (or use SCSD PD already created) and deliver differentiated PD for individuals, or small groups, based Teacher goal setting and baseline data using SCSD Accountable Talk Implementation Guide	Raymond	District provided tools – AT Classroom indicator tool, asset walk tool Time/People	
11/30/24	Initiate Continuous Improvement Cycles - Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding accountable talk, teacher questioning and protocol usage. • Teachers’ goal reflection and creation or revision 	Raymond	District and EL provided tools Substitutes for walkthroughs	
12/31/24	Schedule and begin continuous improvement cycles <ul style="list-style-type: none"> • Peer observations with reflection meetings. • Reflect on and adjust goal 	Admin	Substitutes, AT classroom indicator tool Time/People	
12/31/24	Collect walkthrough data on implementation of AT in classrooms during whole group instruction. Collect data for at least 7 minutes and tally teacher talk v. student talk. Peer to peer, question prompts, turn and talk	Admin	Walkthrough tool, School Mint Grow	
12/31/24	Share and celebrate growth with staff using the walkthrough data and student artifacts.	Admin	Time/People	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/24	Ratio of teacher talk vs. student talk is closer to 50/50 from baseline	Increase student / teacher talk ratio by 20% from the baseline	

12/31/24	Base-line and quarterly data of student artifacts from a sampling of students per grade level and/or content.	80% of students' showing improvement in written CER responses	
12/31/24	Collaborative lesson planning meetings to plan for accountable talk moves and instruction	Evidence of weekly collaborative meetings (minutes, artifacts)	

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: Kelly Carey-Raymond
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its impact.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The focus will be differentiated based on walk through data and teacher self-assessment, leading to students engaging in and leading academic discourse across content areas.

- Creating a classroom environment conducive to student discourse
- 12 talk moves
- Three principles of accountable talk: accurate knowledge, rigorous thinking, and learning community.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Adjust differentiated PD plan and supports based on walkthrough data and teacher self-assessments & goals	Raymond	District provided tools – AT Classroom indicator tool, asset walk tool	
1/31/25	Revisit feedback system and CIC to identify what is working and areas in need to revise feedback and systems as necessary.	Admin	School Mint Grow	
1/31/25	Continue to schedule & provide opportunities for participation in Continuous Improvement Cycles - Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding accountable talk, teacher questioning and protocol usage. • Teachers’ goal reflection and creation or revision 	Kurgan	District provided tools – AT Classroom indicator tool, asset walk tool Substitutes for classroom teachers	
2/28/25	Collect walkthrough data on implementation of AT in classrooms to identify assets and focus areas.	Admin	Time/People	
3/31/25	Share trends and celebrate growth with staff using the walkthrough data and student artifacts.	Admin	Time/People	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	Adjusted PD plan that reflects teacher needs	100% of teachers moving on the continuum of talk moves toward the next stage of the implementation	
1/31/25	Revised walkthrough focus	Teacher to student talk ratio 60/40	
3/31/25	Revised teacher goals	100% of teachers met goals and created new goals	

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

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

Key Strategy 1: Accountable Talk	School Lead: Kelly Carey-Raymond
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Accountable Talk has a positive impact on student cognitive engagement and reflects CRSE practices which will improve student learning when implemented effectively. These are areas of need identified through assessment and research has proven its impact.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The focus will be differentiated based on walk through data and teacher self-assessment, leading to students engaging in and leading academic discourse across content areas.

- Creating a classroom environment conducive to student discourse
- 12 talk moves
- Three principles of accountable talk: accurate knowledge, rigorous thinking, and learning community.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Continue to schedule & provide opportunities for participation in Continuous Improvement Cycles - Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding accountable talk, teacher questioning and protocol usage. • Teachers’ goal reflection and creation or revision 	Kurgan	District and EL PD Menu Time/People	
5/30/25	Create and administer a teacher survey for AT feedback	Raymond	District and EL PD Menu	
6/15/25	Collect, analyze and share walkthrough data on the implementation of AT with teachers	Admin	Time/People	
6/15/25	Utilize end of year data to begin planning for 2025-2026 school year	Admin	Budget-SCEP Time/People	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	EOY walkthrough data	Teacher to student talk ratio 70/30	
5/31/25	Teacher Survey	100% of teachers identifying successes and best practices to build on next	

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: Unpacking and aligning learning targets throughout a lesson	School Lead: Kathleen Kurgan
--	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data suggests that we are in a “compliance” stage. That is, while teachers have posted objectives and most refer to them at the onset of a lesson. The data revealed that often objectives/targets were not:

- translated to student friendly language, identifying the intended learning (not intended doing)
- unpacked with students to ensure their understanding
- aligned with the lessons/activities
- aligned with an assessment of target mastery

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will build on teacher assets by offering professional learning and continuous improvement cycles in collaboration with EL partners to focus on PD on Core Practice 28 – Crafting and Using Learning Targets. If teachers anchor their planning, lessons, and assessments in well-crafted learning targets, teachers and students will be able to articulate the specific learning outcome(s) and understand the criteria for success.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Determine expectations (protocol) for effective unit and lesson planning and identify “look-fors” for how to introduce and weave in learning targets throughout a lesson	Admin	SCSD & EL tools	
9/30/24	Collaborate with EL to plan and deliver PD on Core Practice 28 – Crafting and Using Learning Targets	Kurgan	EL Partners, Time/People	
9/30/24	Provide all teachers with PD on Thinking Through a Lesson Protocol	Kurgan	SCSD Tools, Time/People	
10/31/24	Communicate expectations for crafting and using learning targets in daily instruction and collect walk through data.	Admin	Time/People	
10/31/24	Create a schedule, based on curriculum map, for grade level teams/bands to collaborate on modules and units using the protocol.	Admin	Budget- Extension of Service Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Create calendar of planning/collaboration time to share with departments for support.	Teams using scheduled time to collaborate using the TtAL protocol	
10/31/24	Evidence of PD on TtAL	PLTs utilizing TtAL protocol and including learning targets that meet EL criteria	
10/31/24	Walkthrough data	Baseline data around learning target indicators	

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: Unpacking and aligning learning targets throughout a lesson	School Lead: Kathleen Kurgan
--	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data suggests that we are in a “compliance” stage. That is, while teachers have posted objectives and most refer to them at the onset of a lesson. The data revealed that often objectives/targets were not:

- translated to student friendly language
- unpacked with students to ensure their understanding
- aligned with the lessons/activities
- aligned with an assessment of target mastery

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will build on teacher assets by offering professional learning and continuous improvement cycles in collaboration with EL partners to focus on PD on Core Practice 28 – Crafting and Using Learning Targets.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Develop and deliver differentiated PD, based on EOY data identified needs, including specific scaffolding in different content areas and EL indicators	Kurgan	SCSD Tools- scaffolding supports EL CP #28 Indicator Tool	
11/30/24	Initiate Continuous Improvement Cycles (Peer walkthroughs with reflection meetings including new goal setting) Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding student friendly learning targets, lesson alignment, and protocol usage. • Teachers’ goal reflection and creation or revision 	Kurgan	EL Tools & Protocols Time/People	
12/22/24	Revise and communicate expectations for crafting, aligning, and assessing learning targets based on EL Implementation indicators in daily instruction and collect walk through data.	Admin	SCSD & EL Tools	
12/22/24	Share trends in the data. Celebrate growth and identify focus areas for individuals and groups of teachers.	Admin	Time/People	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/26/24	Student friendly learning targets aligned with lessons	100% of teachers moving on the continuum of EL indicators	
12/20/24	Walkthroughs	100% of teachers implementing walkthrough feedback	

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: Unpacking and aligning learning targets throughout a lesson	School Lead: Kathleen Kurgan
--	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data suggests that we are in a “compliance” stage. That is, while teachers have posted objectives and most refer to them at the onset of a lesson. The data revealed that often objectives/targets were not:

- translated to student friendly language
- unpacked with students to ensure their understanding
- aligned with the lessons/activities
- aligned with an assessment of target mastery

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will build on teacher assets by offering professional learning and continuous improvement cycles in collaboration with EL partners to focus on PD on Core Practice 28 – Crafting and Using Learning Targets.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Create and deliver differentiated PD based on walkthrough data, feedback, reflection and teacher goals	Kurgan	SCSD Tools Time/People	
2/28/25	Continue to schedule & provide opportunities for participation in Continuous Improvement Cycles - Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding student friendly learning targets, lesson alignment, and protocol usage. • Teachers’ goal reflection and creation or revision 	Kurgan	Substitutes for classroom teachers Walkthrough/Feedback Tool	
3/31/25	Collect and analyze walk-through data to identify building trends and areas of growth and areas in need of focused pd and supports for individuals and groups of teachers	Admin	Time/People	
3/31/25	Share walk-through trends and celebrate growth.	Admin	Time/People	
3/31/25	Adjust PD plan based on teachers’ reflection and goals and walk-through data	Kurgan	SCSD Tools	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Student friendly learning targets aligned with lessons	100% of teachers moving on the continuum of EL indicators	
3/31/25	Walkthroughs	100% of students asked during walkthrough will be able to explain the learning target of the lesson	

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: Unpacking and aligning learning targets throughout a lesson	School Lead: Kathleen Kurgan
--	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data suggests that we are in a “compliance” stage. That is, while teachers have posted objectives and most refer to them at the onset of a lesson. The data revealed that often objectives/targets were not:

- translated to student friendly language
- unpacked with students to ensure their understanding
- aligned with the lessons/activities
- aligned with an assessment of target mastery

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will build on teacher assets by offering professional learning and continuous improvement cycles in collaboration with EL partners to focus on PD on Core Practice 28 – Crafting and Using Learning Targets.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Create and deliver differentiated PD based on walkthrough data, feedback, reflection and teacher goals.	Kurgan	EL Partners, District PD Menu. Time/People	
4/30/25	Continue to schedule & provide opportunities for participation in Continuous Improvement Cycles - Peer walkthroughs with reflection meetings including: <ul style="list-style-type: none"> • actionable and specific feedback aligned with personal goals regarding student friendly learning targets, lesson alignment, and protocol usage. • Teachers’ goal reflection and creation or revision 	Kurgan	Substitutes for classroom teachers Walkthrough/Feedback Tool, Time/People	
5/31/25	Collect and analyze end of year walkthrough data to determine the growth of teacher practice and student achievement.	Admin	Time/People	
5/31/25	Share trends and feedback and celebrate growth.	Admin	Time/People	
6/15/25	Using teacher reflections, walk-throughs and student achievement data, identify areas of growth and areas to focus on next year.	Admin	Budget, Time/People	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Student friendly learning targets aligned with lessons	100% of teachers moving on the continuum of EL indicators	
6/15/25	Walkthroughs	100% of teachers implementing walkthrough feedback	

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: Principal
---	----------------------------------

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 will refine our PLC by creating a systematic approach to ensure that all 4 PLC questions are addressed regularly, by expanding continuous improvement cycles initiated in 23-24.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/30/24	Define and communicate the purpose of PLCs, develop common language and form a guiding coalition.	Admin	SCSD Role Out Slides Time/People	
9/30/24	Organize PLTs for regular collaboration, including accessing and using tools for facilitating PLTs	Kurgan	EL Partners	
9/30/24	Establish norms and promote a spirit of collaboration, inquiry, learning and reflection	Admin	EL Partners Solution Tree Resources	
9/30/24	Formulate a schedule for teams to work interdependently to create and achieve common, student-centered goals	Admin	Time/People	
10/31/24	Launch Continuous Improvement Cycles: Focus on the 4 PLC questions	Kurgan	Time/People	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Calendar of PLT meetings	100% of staff is meeting consistently	
10/31/24	Monitoring of continuous improvement cycles	100% of staff is completing PLT meeting protocols and norms	

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: Principal
---	----------------------------------

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 will refine our PLC by creating a systematic approach to ensure that all 4 PLC questions are addressed regularly, by expanding continuous improvement cycles initiated in 23-24.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Unpack Units & Modules using unpacking protocols and Thinking Through a Lesson protocols, teams plan and implement a guaranteed and viable curriculum unit by unit to all students	Admin	Time/People, Protocols	
12/22/24	Monitor student learning through ongoing assessment processes	Admin	Data	
12/22/24	Create and follow a schedule to identify and improve individual problems of practice and next steps for instruction to improve student learning by utilizing student assessment results	Kurgan	Time, Data	
12/22/24	Monitor the effectiveness of each PLT and revise protocols	Admin	Protocols	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/22/24	Monitoring of continuous improvement cycles	100% of staff is completing PLT meeting protocols and norms	

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: Principal
---	----------------------------------

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 will refine our PLC by creating a systematic approach to ensure that all 4 PLC questions are addressed regularly, by expanding continuous improvement cycles initiated in 23-24.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
01/31/25	Unpack Units & Modules using unpacking protocols and Thinking Through a Lesson protocols, teams plan and implement a guaranteed and viable curriculum unit by unit to all students	Admin	Time/People, SCSD & EL Protocols	
03/31/25	Monitor student learning through ongoing assessment processes	Admin	Time, Data	
03/31/25	Create and follow a schedule to identify and improve individual problems of practice and next steps for instruction to improve student learning by utilizing student assessment results.	Kurgan	Time, Data	
03/31/25	Monitor the effectiveness of each PLT	Admin	Time/People	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Monitoring of continuous improvement cycles	100% of staff is completing PLT meeting protocols and norms	
2/28/25	Effective PLTs	80% of student meet their NWEA growth goals in ELA & Math	

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: Principal
---	----------------------------------

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 will refine our PLC by creating a systematic approach to ensure that all 4 PLC questions are addressed regularly, by expanding continuous improvement cycles initiated in 23-24.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Unpack Units & Modules using unpacking protocols and Thinking Through a Lesson protocols, teams plan and implement a guaranteed and viable curriculum unit by unit to all students	Admin	Time/People, SCSD & EL Protocols	
6/15/25	Monitor student learning through ongoing assessment processes	Admin	Time, Data	
6/15/25	Create a schedule to identify and improve individual problems of practice and next steps for instruction to improve student learning	Kurgan	Time, Data	
6/15/25	Monitor the effectiveness of each PLT	Admin	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31/25	Monitoring of continuous improvement cycles	100% of staff is completing PLT meeting protocols and norms	
6/15/25	Effective PLTs	80% of student meet their NWEA growth goals in ELA & Math	

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

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

Key Strategy 2: Formative Assessments	School Lead: Kelly Carey-Raymond
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 We chose this strategy based on walkthrough data gathered during our Expeditionary Learning Instructional Review. The data revealed formative assessments/CFUs as a focus area for instructional planning & delivery:

- lack of alignment between lessons/activities and learning targets
- lack of, or misaligned assessments to measure mastery of learning target

If teachers plan & use formative assessments throughout a lesson and end with an exit ticket, then they can ensure that activities/instruction are aligned to the target and determine the extent to which students have mastered it.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 2024-2025, we will use specific protocols, including the Thinking Through a Lesson (TTL) protocol. Teachers will create lesson CFU’s, including exit tickets, to adjust and plan for acceleration, reteaching, scaffolding. In 2023-2024, protocols were inconsistently implemented and monitored.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Collaborate with EL to deliver PD on Core Practice 29-checking for understanding in daily instruction	Kurgan	EL Partners and Collaboration Time	
9/30/24	Create and deliver PD on the Thinking Through a Lesson protocol to ensure learning targets are connected to student outcomes	Kurgan	SCSD resources Time	
9/30/24	Create a schedule for teachers to collaborate on the connection of learning targets and student outcomes	Kurgan	Collaboration Time	
9/30/24	Create a schedule for determining key standards and develop formative assessments that lead to the end of module/unit assessments based on the learning target	Raymond	Time, Standards, Unit Plans	
10/31/24	Communicate the expectations for assessing student learning and formative assessments refer to EL indicators	Admin	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Calendar for teacher collaboration	Evidence of formative assessments being created and added to lessons	
10/31/24	100% of the staff attending training	100% of staff implementing key take aways from the PD	

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

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

Key Strategy 2: Formative Assessments	School Lead: Kelly Carey-Raymond
--	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data revealed formative assessments/CFUs as a focus area for instructional planning & delivery:

- lack of alignment between lessons/activities and learning targets
- lack of, or misaligned assessments of lesson target mastery

If teachers plan & use formative assessments throughout a lesson and close with an exit ticket, then they can ensure that activities/instruction are aligned to the target and determine the extent to which students have mastered it.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2024-2025, we will use specific protocols, including the Thinking Through a Lesson (TTL) protocol. Teachers will create lesson CFU’s, including exit tickets, to adjust and plan for acceleration, reteaching, scaffolding. In 2023-2024, protocols were inconsistently implemented and monitored.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Create Continuous Improvement Cycle self-assessment tool and goal setting calendar for teachers (Peer walkthroughs with reflection meetings including new goal	Kurgan	Time	
11/30/24	Initiate Continuous Improvement Cycles (Peer walkthroughs with reflection meetings including new goal setting)	Kurgan	Time/People	
11/15/24	Revise the schedule for determining key standards and develop formative assessments that lead to the end of module/unit assessments based on the learning target	Raymond	Time, Standards, learning targets	
12/22/24	Schedule and hold Continuous Improvement Cycle meetings with teachers to reflect on progress and adjust or develop a new goal	Admin	Time/People Formative Assessments Module/Formative Assessments	
12/22/24	Analyze the process and monitor learning cycles and feedback system	Admin	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Walkthrough data	100% of teachers implementing daily instruction that includes the focus indicators from EL Core Practice 29	
12/20/24	Plans include student friendly targets, CFUs, etc	100% of teachers implementing the identified areas from the plan	

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

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

Key Strategy 2: Formative Assessments

School Lead:
Kelly Carey-Raymond

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

We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data revealed formative assessments/CFUs as a focus area for instructional planning & delivery:

- lack of alignment between lessons/activities and learning targets
- lack of, or misaligned assessments of lesson target mastery

If teachers plan & use formative assessments throughout a lesson and close with an exit ticket, then they can ensure that activities/instruction are aligned to the target and determine the extent to which students have mastered it.

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

In 2024-2025, we will use specific protocols, including the Thinking Through a Lesson (TTL) protocol. Teachers will create lesson CFU’s, including exit tickets, to adjust and plan for acceleration, reteaching, scaffolding. In 2023-2024, protocols were inconsistently implemented and monitored.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Create and deliver differentiated PD based on feedback, reflection and new goals and the next steps for Core Practice 29	Kurgan	SCSD and EL tools and supports	
1/31/25	Provide PLC time for teachers to determine key standards connected to power standards and develop formative assessments that lead to the end of module/unit assessments based on the learning target	Kurgan	SCSD and EL tools and supports Time, Standards Learning Targets	
3/15/25	Schedule and hold Continuous Improvement Cycle meetings with teachers to reflect on progress and adjust or develop a new goal	Admin	SCSD and EL tools and supports Time Module/Unit Assessments Formative Assessments	
3/15/25	Analyze and monitor the process, and revise learning cycles and feedback system	Admin	SCSD and EL tools and supports Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
03/31/24	Walkthrough data	100% of teachers implementing daily instruction that includes the focus indicators from EL Core Practice 29	
03/31/24	Student data folders	100% of students will track progress and set goals based on formative assessments	

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

--

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

Key Strategy 2: Formative Assessments

School Lead:
Kelly Carey-Raymond

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

We chose this strategy based on walkthrough data gathered during our EL Instructional Review. The data revealed formative assessments/CFUs as a focus area for instructional planning & delivery:

- lack of alignment between lessons/activities and learning targets
- lack of, or misaligned assessments of lesson target mastery

If teachers plan & use formative assessments throughout a lesson and close with an exit ticket, then they can ensure that activities/instruction are aligned to the target and determine the extent to which students have mastered it.

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

In 2024-2025, we will use specific protocols, including the Thinking Through a Lesson (TTL) protocol. Teachers will create lesson CFU’s, including exit tickets, to adjust and plan for acceleration, reteaching, scaffolding. In 2023-2024, protocols were inconsistently implemented and monitored.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Schedule and hold Continuous Improvement Cycle meetings with teachers to reflect on progress and adjust or develop a new goal	Kurgan	SCSD and EL tools and supports Time Formative Assessments Unit/Module Assessments	
4/30/25	Create and deliver differentiated PD and supports based on feedback, reflection and new goals and the next steps for Core Practice 29	Kurgan	SCSD and EL tools and supports	
5/30/25	Gather feedback and analyze data on effectiveness of practices used and student achievement	Admin	Data	
6/15/25	Revise system and protocols for next calendar year	SCEP Team	SCSD and EL tools and supports	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Walkthrough data	100% of teachers moving to the next stage on the continuum of EL indicators	
6/15/25	Schedule of differentiated PD based on teacher need	100% of teachers implementing strategies based on provided PD and feedback	

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

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

Key Strategy 1: Intentional Welcoming School/Class Environment	School Lead: DEB lead - Arlene Smith
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. Teams were functioning separately without clear expectations or communication. The school’s attendance and climate data indicate that fostering an environment where students feel valued and engaged significantly boosts their desire to attend school regularly. If students want to be here, they will be here, driving improved attendance and overall success.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will refine this by adding a PBIS team to develop proactive steps to create student centered incentives for behavior and attendance improvement. We will develop and communicate expectations/roles of teams and provide consistent opportunities for collaboration.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Identify an equity, school climate team to define what an intentional welcoming school/class environment looks like and establish schoolwide expectations, including a procedure for welcoming and onboarding new staff/students at the beginning of the year and on a rolling basis through monthly or quarterly schoolwide assemblies	Admin	Time, people	
8/31/24	Create a schedule and tool to track attendance for monthly family engagement events, beginning with a welcome back BBQ prior to the start of school for staff, students and families	Admin	Budget, Food, Extension of Service	
8/31/24	Create a PBIS team to develop and implement incentives to establish predictable, positive, effective and equitable, teaching and learning environments	Admin	Time, people, budget	
9/30/24	Plan for roll out expectations with staff for communication with families throughout the year.	Admin	Time	
9/30/24	Create and administer SEL surveys for students, staff and families	DEB lead – Arlene Smith	ESCT Meeting, Class Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Calendar for scheduled individual and combined ESC & PBIS team meetings	100% completion of meeting minutes	
10/31/24	SEL survey	100% student & staff completion Baseline data for family completion	
10/31/24	Attendance tool for family engagement	Baseline data for attendance at family engagement events	

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 - Arlene Smith
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. Teams were functioning separately without clear expectations or communication. The school’s attendance and climate data indicate that fostering an environment where students feel valued and engaged significantly boosts their desire to attend school regularly. If students want to be here, they will be here, driving improved attendance and overall success.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will refine this by adding a PBIS team to develop proactive steps to create student centered incentives for behavior and attendance improvement. We will develop and communicate expectations/roles of teams and provide consistent opportunities for collaboration.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Analyze survey data to assess the extent to which students feel a sense of belonging and identify focus areas	DEB lead – Arlene Smith	Survey Data, Time	
11/30/24	Develop and implement strategies to strengthen or increase sense of belonging	DEB lead- Arlene Smith	ESCT Team, Time/People	
11/30/24	Create a schedule for and develop a clear plan for family participation, aligned with in person family events	Admin	ESCT Team, Time	
12/22/24	Facilitate monthly family engagement events, tracking family attendance	Wyatt	ESCT Team, Survey Data, Class time Time	
12/22/24	Readminister surveys and analyze data to identify focus areas and revise strategies based on need	Admin	ESCT & PBIS Teams, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/24	Schedule and plan family survey participation	10% increase in family completion	
12/22/24	SEL survey data	3% increase in favorable responses from Sept. baseline	
12/22/24	Family Engagement attendance	5% increase in family attendance at engagement events	

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 - Arlene Smith
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. Teams were functioning separately without clear expectations or communication. The school’s attendance and climate data indicate that fostering an environment where students feel valued and engaged significantly boosts their desire to attend school regularly. If students want to be here, they will be here, driving improved attendance and overall success.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will refine this by adding a PBIS team to develop proactive steps to create student centered incentives for behavior and attendance improvement. We will develop and communicate expectations/roles of teams and provide consistent opportunities for collaboration.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Create and provide differentiated support for students and staff based on focus areas identified in mid-year data analysis.	Admin	ESCT Team, Data, Time SCSD tools	
2/14/25	Revise and implement strategies to support focus areas	DEB Lead – Arlene Smith	ESCT Team, Time SCSD Tools	
3/31/25	Facilitate monthly family engagement events, tracking family attendance	Wyatt	Time, people	
3/31/25	Readminister surveys and analyze data to identify focus areas and revise strategies based on need	DEB Lead – Arlene Smith	Time, people	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	SEL survey data	7% increase in favorable responses from fall baseline	
3/31/25	Monthly Family Engagement Events	10% increase in family 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 1: Intentional Welcoming School/Class Environment	School Lead: DEB lead - Arlene Smith
---	--

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 T In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. Teams were functioning separately without clear expectations or communication. The school’s attendance and climate data indicate that fostering an environment where students feel valued and engaged significantly boosts their desire to attend school regularly. If students want to be here, they will be here, driving improved attendance and overall success.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will refine this by adding a PBIS team to develop proactive steps to create student centered incentives for behavior and attendance improvement. We will develop and communicate expectations/roles of teams and provide consistent opportunities for collaboration.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/20/25	Facilitate monthly family engagement events, tracking family attendance	Wyatt	Time People	
5/23/25	Readminister surveys and analyze data to identify trends, focus areas and areas of growth	DEB Lead A. Smith	Time People Computers	
5/30/25	Create a <i>Continue, Start, Stop</i> list of best practices	DEB Lead A. Smith	Time People	
6/15/25	Plan celebrations of growth and recognitions for students and staff	Admin	Time People	
6/15/25	Analyze end of year data to begin planning 25-26 SCEP	Admin	Time People	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/31/25	SEL survey data	7% increase in favorable responses from fall baseline	
6/15/25	Monthly Family Engagement Events	10% increase in family attendance from Jan-March	

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: Implement an Effective Attendance Team	School Lead: Vice Principal
---	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Our school’s attendance data indicates a need to establish a team to spend time on attendance daily to assist with eliminating chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. In general, our attendance rate is significantly below the district average. In 23-24, expectations were unclear, and roles were not monitored consistently which impacted the effectiveness of the team, resulting in minimal impact on improving attendance. We will refine our team by developing and clearly communicating expectations and roles of attendance teams and providing consistent opportunities to communicate with each other. Through this, we will proactively execute a planned routine and process to track, minimize and eliminate chronic absenteeism.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Identify members of a team and clearly outline responsibilities and designation of roles <ul style="list-style-type: none"> Identify a schoolwide time to take attendance in each classroom Identify staff member(s) to pull Audit report each day at 11:00, contact teachers who haven’t entered attendance Identify staff member(s) to change tardies to present by 11:00 Identify staff member(s) to enter attendance for classrooms with subs 	Admin	SCSD Attendance Tools Time/People	
8/31/24	Using 2023-24 data, identify attendance concerns, including documentation in SchoolTool and chronically absent students, as a focus to address concerns proactively	Vice Principal	Data, Time	
9/30/24	Schedule weekly meetings with agendas and data analysis and create a protocol for communicating information to stakeholders after each meeting	Vice Principal	Meeting with stakeholders calendar	
9/30/24	Communicate attendance protocol to all staff, including family outreach	Admin	Staff Meeting, Protocol	
9/30/24	Implement Monthly attendance incentives	Admin	Budget, Time/People	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Roles and protocols for attendance	100% of teachers submitting attendance on time	
10/31/24	Regular Attendance Team meetings	100% completion of meeting minutes and sharing with staff	
10/31/24	Chronic Absenteeism	5% reduction in chronically absent students as compared to the same time in 2023-24	

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

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

Key Strategy 2: Implement an Effective Attendance Team	School Lead: Vice Principal
---	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Our school’s attendance data indicates a need to establish a team to spend time on attendance daily to assist with eliminating chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. In general, our attendance rate is significantly below the district average. In 23-24, expectations were unclear, and roles were not monitored consistently which impacted the effectiveness of the team, resulting in minimal impact on improving attendance. We will refine our team by developing and clearly communicating expectations and roles of attendance teams and providing consistent opportunities to communicate with each other. Through this, we will proactively execute a planned routine and process to track, minimize and eliminate chronic absenteeism.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/15/24	Create a process for daily monitoring by attendance team	VP Jeff Charles	Time People	
11/15/24	Develop a rapid response team to assist with daily monitoring by grade level	VP Jeff Charles	Time People	
11/30/24	Analyze teacher attendance protocol data and revise expectations for documentation and entering data into School Tool	VP Jeff Charles	People, time, PD	
12/15/24	Analyze attendance data, including chronic absenteeism data, to determine trends and next steps	VP Jeff Charles	Time People	
12/15/24	Share data updates and schedule marking period celebrations around attendance	VP Jeff Charles	People, time, budget	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/22/24	Written Protocols	Clearly outlined roles, responsibilities, and expectations	
12/22/24	Attendance data	10% increase in average daily attendance from this same time frame	
10/31/24	Chronic Absenteeism	8% reduction in chronically absent students as compared to the same time in 2023-24	

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

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

Key Strategy 2: Implement an Effective Attendance Team	School Lead: Vice Principal
---	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Our school’s attendance data indicates a need to establish a team to spend time on attendance daily to assist with eliminating chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. In general, our attendance rate is significantly below the district average. In 23-24, expectations were unclear, and roles were not monitored consistently which impacted the effectiveness of the team, resulting in minimal impact on improving attendance. We will refine our team by developing and clearly communicating expectations and roles of attendance teams and providing consistent opportunities to communicate with each other. Through this, we will proactively execute a planned routine and process to track, minimize and eliminate chronic absenteeism.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/15/25	Monitor teacher attendance protocol data for consistency and efficiency of documentation and entering data into School Tool	VP Jeff Charles	People, time, PD	
2/28/25	Analyze mid-year attendance data, including chronic absenteeism data, to determine trends and next steps and possible need for professional development	VP Jeff Charles	People, time, PD	
3/15/25	Share data updates and schedule marking period celebrations around attendance	VP Jeff Charles	People, time, budget	
3/31/25	Review, revise, and update rapid response team’s routines, procedures and data analysis protocols	VP Jeff Charles	Time People	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/30/25	Teacher Attendance Protocol Data analysis	100% of teachers with recorded documentation in School Tool	
3/30/25	Mid-year attendance data	10% increase in average daily attendance from mid-year 2023-2024 school year	
3/30/25	Updated Rapid Response protocols	Daily responses resulting in a 5% increase in daily average attendance	
3/30/25	Chronic Absenteeism	10% reduction in chronically absent students as compared to the same time in 2023-24	

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

--

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

Key Strategy 2: Implement an Effective Attendance Team	School Lead: Vice Principal
---	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Our school’s attendance data indicates a need to establish a team to spend time on attendance daily to assist with eliminating chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 In 23-24, attendance data shows an overall average attendance rate of 87.2%, with a significant decrease during marking period 2. In general, our attendance rate is significantly below the district average. In 23-24, expectations were unclear, and roles were not monitored consistently which impacted the effectiveness of the team, resulting in minimal impact on improving attendance. We will refine our team by developing and clearly communicating expectations and roles of attendance teams and providing consistent opportunities to communicate with each other. Through this, we will proactively execute a planned routine and process to track, minimize and eliminate chronic absenteeism.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/15/25	Analyze third marking period attendance data, including chronic absenteeism data, to determine trends and next steps	VP Jeff Charles	People, time, PD	
4/30/25	Develop and implement a plan to ensure a strong finish for attendance	VP Jeff Charles	People, time, PD	
6/15/25	Utilize all attendance data to inform planning for the 2025-2026 SCEP	VP Jeff Charles	People, time, PD	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/25	Attendance data	10% decrease in students chronically absent compared to the 2023-2024 school year	
6/20/25	Strong Finish plan	100% of the intentional strategies will be implemented to positively impact	

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: Social Emotional Learning	School Lead: Vice Principal
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through an increased utilization of Second Step curriculum across all grade levels.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Along with EL partners, create teams to facilitate the implementation of Tier 1 proactive systems to build relationships.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Identify a team and create a vision	Admin	Time/People	
8/31/24	Using Second Step, conduct a needs assessment for school readiness and develop goals and PD plan around those needs	Creekmore	Second Step Materials, Time	
9/30/24	Administer SEL implementation professional development with a focus on Second Step and EL Core Practice 21.	Kurgan	Second Step Materials, Time	
9/30/24	Use BIMAS data analysis, scope and sequence, and EL Core Principle 23 to guide Second Step instruction	Kurgan	Second Step Materials SCSD and EL tools and supports	
10/31/24	Administer monthly implementation checks using platform data and walkthroughs	Admin	Second Step Materials, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24, 10/31/24	Behavior Data	5% decrease in incidence of referrals from previous year	
10/31	Second Step implementation	100% of teachers will be utilizing Second Step during crew at least once a week.	

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

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

Key Strategy 1: Social Emotional Learning	School Lead: Vice Principal
--	------------------------------------

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through an increased utilization of Second Step curriculum across all grade levels.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Along with EL partners, create teams to facilitate the implementation of Tier 1 proactive systems to build relationships.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Analyze the walkthrough and Second Step data to identify assets and areas in need of improvement	VP Jeff Charles	Time	
11/30/24	Adjust differentiated PD plan and supports based on walkthrough and Second Step data, and teacher self-assessments & goals	Kurgan	PD, time, EL Partners	
11/30/24	Reflect on walkthrough feedback and Second Step data and adjust/create new goals	Admin	Time People Second Step Resources	
12/20/24	Deliver PD and on EL Core Practice 21 and Second Step based on data	Kurgan	Time People Second Step Resources	
12/10/24	Collect and analyze walkthrough and Second Step monthly implementation data to identify assets and focus areas	VP Jeff Charles	Time People Second Step Resources	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Behavior Data	10% decrease in incidence of referrals from this time frame in the 23-24 year	
12/20/24	Walkthrough data	100% of teachers implementing Second Step instruction aligned to Core Practice 21	

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: Social Emotional Learning	School Lead: Vice Principal
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Panorama SEL survey data indicate the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through an increased utilization of Second Step curriculum across all grade levels.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Along with EL partners, create teams to facilitate the implementation of Tier 1 proactive systems to build relationships.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25	Conduct a review and reboot of schoolwide expectations after break in grade level and whole school crews.	Principal	Time People	
1/31/25	Adjust differentiated PD plan and supports based on December walkthrough and Second Step data, and teacher self-assessments & goals	Kurgan	Time People Second Step Resources	
1/31/25	Reflect on walkthrough feedback and Second Step data adjust/create new goal	Admin	Time People Second Step Resources	
3/31/25	Deliver PD and on EL Core Practice 21 and Second Step based on data	Kurgan	Time People Second Step Resources	
3/31/25	Collect and analyze walkthrough and Second Step monthly implementation data to identify assets and focus areas	VP Jeff Charles	Time People Second Step Resources	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Behavior Data	10% decrease in incidence of referrals from this time frame in the 23-24 year	
3/31/25	Walkthrough data	100% of teachers implementing Second Step instruction aligned to Core Practice 21	

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

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

Key Strategy 1: Social Emotional Learning	School Lead: Vice Principal
--	------------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Panorama SEL survey data indicate the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through an increased utilization of Second Step curriculum across all grade levels.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Along with EL partners, create teams to facilitate the implementation of Tier 1 proactive systems to build relationships.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/15/25	Analyze the walkthrough and Second Step data to identify assets and areas in need of improvement	Principal	Time People Second Step resources	
4/25/25	Conduct a review and reboot of schoolwide expectations in grade level and whole school crews after break.	Principal	Time People	
4/30/25	Adjust differentiated PD plan and supports based on walkthrough and Second Step data, and teacher self-assessments & goals	Kurgan	PLT Time People Data Second Step resources	
5/30/25	Collect, analyze and share walkthrough and behavior data with teachers to identify trends	Admin	Time People	
6/15/25	Utilize end of year data to begin planning for 2025-2026 school year	Admin	Time People	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Behavior data	10% decrease in incidence of referrals from this time frame in the 23-24 year	
6/15/25	Walkthrough data	100% of teachers implementing Second Step instruction aligned to Core Practice 21	

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: Restorative Justice Landscape	School Lead: Principal
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Student behavior trends indicate that teachers and staff need to create more opportunities to build positive relationships, restore relationships regularly, and create a stronger sense of belonging in the school community through implementing restorative justice landscape components.

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

We will refine this strategy in collaboration with our EL partners:

- develop and clearly communicate expectations and roles of student support teams and provide consistent opportunities for communication with each other
- proactively execute a planned routine and process to foster an equitable and inclusive community, while equipping students with the tools to problem solve peacefully, resulting in decreased behavior referrals

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Identify a restorative justice team/committee	Admin	Time/People	
8/31/24	Send restorative justice team to restorative justice landscape training	Admin	Training	
9/30/24	Develop and deliver professional development to ALL staff on restorative justice landscape components	Admin	Time to develop PD	
9/30/24	Revise behavior systems to emphasize building belonging and restoring relationships	Admin	Time for teams to meet	
9/30/24	Create quarterly metrics calendar to progress monitor goal	Admin	Time to meet	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Behavior Data	10% decrease in incidents of referrals from previous year’s data	
10/31/24	Walk through data	100% of teachers implementing strategies from PD	

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

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

Key Strategy 2: Restorative Justice Landscape	School Lead: Principal
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Student behavior trends indicate that teachers and staff need to create more opportunities to build positive relationships, restore relationships regularly, and create a stronger sense of belonging in the school community through implementing restorative justice landscape components.

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

We will refine this strategy in collaboration with our EL partners:

- develop and clearly communicate expectations and roles of student support teams and provide consistent opportunities for communication with each other
- proactively execute a planned routine and process to foster an equitable and inclusive community, while equipping students with the tools to problem solve peacefully, resulting in decreased behavior referrals

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/30/24	Using protocols, administer the student survey, created by ESCT, quarterly to identify areas of strength and focus	DEB Lead	Class time to administer surveys	
11/30/24	Data conference with students to elicit input on how to increase sense of belonging and dig deeper into the “why”	Admin	Time to conference	
11/30/24	Analyze data trends to identify focus areas and facilitate focus groups to develop strengthen systems and increase sense of belonging	DEB Lead	ESCT Meeting, Time/People	
11/30/24	Provide differentiated pd and supports around the components of restorative justice to staff in response to needs based on data from walkthroughs and surveys	DEB Lead	Time, Survey Data EL & SCSD tools	
12/22/24	Monitor schoolwide implementation of Tier 1 proactive strategies	Admin	EL & SCSD tools	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/22/24	Behavior Data	10% decrease in incidents of referrals from previous quarter	
12/22/24	Walkthrough Data	100% of teachers implementing Tier 1 strategies consistently	
12/22/24	Student Survey data	Strengths & areas of focus will have been identified	

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

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

Key Strategy 2: Restorative Justice Landscape	School Lead: Principal
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Student behavior trends indicate that teachers and staff need to create more opportunities to build positive relationships, restore relationships regularly, and create a stronger sense of belonging in the school community through implementing restorative justice landscape components.

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

We will refine this strategy in collaboration with our EL partners:

- develop and clearly communicate expectations and roles of student support teams and provide consistent opportunities for communication with each other
- proactively execute a planned routine and process to foster an equitable and inclusive community, while equipping students with the tools to problem solve peacefully, resulting in decreased behavior referrals

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Using protocols, administer and analyze the student survey, created by ESCT, quarterly to identify areas of strength and focus	DEB Lead	Class time to administer surveys	
1/31/25	Data conference with students to elicit input on how to increase sense of belonging and dig deeper into the “why”	Admin	Class time to conference	
1/31/25	Identify focus areas and facilitate focus groups to elicit input on how to strengthen systems and increase sense of belonging	Admin	Time/People	
1/31/25	Analyze data trends to determine adjustments to restorative components	DEB Lead	ESCT Meeting, Time/People	
3/31/25	Monitor schoolwide implementation of Tier 1 proactive strategies	Admin	SCSD and EL Tools	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Behavior data	10% decrease in incidents of referrals from previous quarter	
3/31/25	Student survey data	10% increase in student’s favorable responses towards feelings of belonging	
3/31/25	Walkthrough Data	100% of teachers implementing Tier 1 strategies consistently	

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

--

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

Key Strategy 2: Restorative Justice Landscape	School Lead: Principal
--	-------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Student behavior trends indicate that teachers and staff need to create more opportunities to build positive relationships, restore relationships regularly, and create a stronger sense of belonging in the school community through implementing restorative justice landscape components.

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

We will refine this strategy in collaboration with our EL partners:

- develop and clearly communicate expectations and roles of student support teams and provide consistent opportunities for communication with each other
- proactively execute a planned routine and process to foster an equitable and inclusive community, while equipping students with the tools to problem solve peacefully, resulting in decreased behavior referrals

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Using protocols, administer and analyze the student survey, created by ESCT, quarterly to identify areas of strength and focus	Teacher	Class time to administer surveys	
4/30/25	Data conference with students to elicit input on how to increase sense of belonging and dig deeper into the “why”	Teacher	Class Time	
4/30/25	Identify focus areas and facilitate focus groups to elicit input on how to strengthen systems and increase sense of belonging	ESCTAdmin Student Support Team	Time/People	
4/30/25	Analyze data trends to determine adjustments to restorative components	ESCTAdmin Student Support Team	ESCT Meeting, Time/People	
6/15/25	Monitor schoolwide implementation of Tier 1 proactive strategies and use walkthrough data to plan for 2025-26	Admin	SCSD and EL Tools	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Behavior data	10% decrease in incidents of referrals from previous quarter	
6/15/25	Student Survey data	10% increase in student’s favorable responses towards feelings of belonging	
6/15/25	Walkthrough Data	100% of teachers implementing Tier 1 strategies consistently	

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

--

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	100% Strongly agree/agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100% 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.	100% Strongly agree/agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	100% Strongly agree/agree	
5	It was evident that our school focused on numeracy and literacy.	100% Strongly agree/agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	100% Strongly agree/agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100% Strongly agree/agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100% Strongly agree/agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	100% Strongly agree/agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	100% Strongly agree/agree	

	Student Survey Questions (Grades 3-5)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How positive or negative is the energy of the school? (SC1)	56% favorable	95% favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	28% favorable (answering one of the 3 "helps my learning responses)	95% favorable (answering one of the 3 "helps my learning responses)	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	54% favorable	95% favorable	
4	How often are people disrespectful to others at your school? (SS1)	16% favorable (answering *almost never or *once in a while)	95% favorable (answering *almost never or *once in a while)	
5	How often do students get into physical fights at your school? (SS2)	38% favorable (answering *almost	95% favorable (answering *almost never or *once in a while)	

		never or *once in a while)		
6	How often do you worry about violence at your school? (SS4)	41% favorable (answering *almost never or *once in a while)	95% favorable (answering *almost never or *once in a while)	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	55% favorable (answering *not difficult or *slightly difficult)	95% favorable (answering *not difficult or *slightly difficult)	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	65% favorable	95% favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	64% favorable	95% favorable	
10	How respectful is your teacher towards you? (TSR4)	85% favorable	95% favorable	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	No data available	95% favorable (answering *not a	
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 students? (BE8)	No data available	95% favorable (answering *not a	
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)	No data available	95% favorable (answering *not a	
4	How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	No data available	95% favorable (answering *not a	
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)	No data available	95% favorable (answering *not a	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	No data available	95% favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	No data available	95% favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	No data available	95% favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	No data available	95% favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	No data available	95% favorable	

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
John Devendorf	Principal	5/6	5/7		5/7			
Jeff Charles	Vice Principal	5/6	5/7		5/7			
Jessica Svoboda	Administrative Intern	5/6	5/7	5/13, 5/14, 5/15	5/7, 5/8	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11, 6/24
Kathleen Kurgan	Instructional Coach	5/6	5/7	5/13, 5/14, 5/15	5/7	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11, 6/24
Darci LaRose	Librarian	5/6	5/7		5/7, 5/8			
Elizabeth Dupra	Teacher/K	5/6	5/7		5/7			
Lisa Egan	Teacher/K	5/6	5/7		5/7			
Arlene Smith	Teacher/1st	5/6	5/7		5/7, 5/8			
Taya Fable	Teacher/1st	5/6	5/7		5/7, 5/8	5/16		
Tara Hayes	Teacher/K-1 Spec Ed	5/6	5/7		5/7, 5/8			
Margaret Tabor	Teacher/3rd	5/6	5/7	5/13, 5/14, 5/15	5/7	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Clint Cryslar	Teacher/3rd					5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Katherine Sauro	Teacher/4th	5/6	5/7	5/13, 5/14, 5/15	5/7	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Taylor Kims	Teacher/4th	5/6	5/7	5/13, 5/14, 5/15	5/7, 5/8	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Kelly Carey-Raymond	Teacher/AIS	5/6	5/7	5/13, 5/14, 5/15	5/7	6/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Lisa Garofolo	Teacher/AIS	5/6	5/7	5/13, 5/14, 5/15	5/7	5/16, 5/23	5/31	6/6, 6/7, 6/10, 6/11
Kristie Blume	Resource/CT						5/13	6/6, 6/7, 6/10, 6/11

Kristina Cooper	Parent		5/7		5/7			
Penny Carroll	Parent		5/7		5/7			

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

We had a variety of responses. Students were honest about their sense of belonging. Student interviews suggest that survey data may be skewed in some instances by student perception. For example, several students identified just one person who was repeatedly disrespectful and at may have translated into a higher response in the survey.

More focus on SEL/Restorative Justice to help students become problem-solvers and use the tools that are included in the plan.