New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

# 2025-26 School Comprehensive Education Plan (SCEP)

| District | School Name | Principal Name | Grades Served | Accountability Model |
|---|---|---|---|---|
| Syracuse City | STEAM at Dr. King Elementary | Kuricheses Alexander | PK-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 and will partner with the school to ensure its execution.**

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

✓ **Civic Empowerment Project identified: Schoolwide Voting**

| SCEP DEVELOPMENT TEAM | | |
|---|---|---|
| | *Name* | *Title / Role* |
| 1 | Kuricheses Alexander | Principal |
| 2 | Priscilla Newby | Vice Principal |
| 3 | Angela Griffin | Administrative Intern |
| 4 | Chassidy Vaughn | Instructional Coach |
| 5 | Lisa Watts | Instructional Coach |
| 6 | Dylan Gwilt | SPED Teacher |
| 7 | Rosie Stanley | Gen Ed Teacher |
| 8 | Greg Bickett | SPED Teacher |
| 9 | Ariana Harvin | ENL Teacher |
| 10 | Emily Dittmar | ENL Teacher |
| 11 | Cynthia Pace | TA |
| 12 | Danielle Puusalu | Parent |
| 13 | Tyrell Davis | Parent |

## 2025-26 SCEP Guidance

| Link To Your School's 2025-26 Professional Development Plan | 25-26 STEAM SCEP PD Plan |
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# Table of Contents – Bookmark Links

# OVERVIEW PAGE

| | Year-End Goals | |
|---|---|---|
| | **Accountability Area** | **Specific Year-End Goals** <br> *Identify at least one goal for each accountability area.* |
| **1** | ELA | |
| **2** | Math | |
| **3** | Attendance | Goals will be developed after all 2024-25 data are available |
| **4** | ELP / Other | |
| **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 6)

*Directions:* Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Note, this means **a maximum of six strategies** across the four commitments. Confirm whether the strategy is "new"(N) – "expanded" (E) – "refined (R)."

| | **Commitments** | | | **Key Strategies** <br> *(Refer to Strategy Companion Guide)* | **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** | | 3) Accountable Talk: Setting Goals with Student Work Samples | R |
| | | **2** | | Foundational Reading Instruction | N |
| **2** | This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. | **3** | | 5) PLC: Data Practices to Support All Students | R |
| | | **4** | | Effective Unit and Lesson Planning | R |
| **3** | This school is committed to ensuring all students feel a sense of belonging and attend school daily. | **5** | | Promoting Student Voice & Student Leadership | E |
| **4** | This school is committed to aligning and maximizing resources to serve and impact each student's needs. | **6** | | Staff to Student Check-ins | E |

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

| **Key Strategy 1:**<br>Accountable Talk: Setting Goals with Student Work Samples | **PD Plan Link:**<br>25-26 STEAM SCEP PD | **School Lead:**<br>Watts |
|---|---|---|

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
|---|
| Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. At our school, we learned that our staff values accountable talk and the impact that it has on students' learning. This past year's SCEP focused on AT Talk Moves and Functions 9-12 which focused on establishing the community. However, more training and depth is needed to maximize the impact that AT has on student learning outcomes. Our state data shows some growth, but still not enough students are achieving proficiency in ELA or Math. AT increases student engagement and learning. |
| **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 by using the available district resources and trainings to support our work. We will also focus on setting goals with student work samples. |

| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
|---|---|---|---|---|
| **Essential Action Steps**<br>**(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |
| Attend district provided AT PD related to our key strategy | August-October | Admin, Coaches, and Teachers | PD, Budget, Time | |
| Engage in AT Bridge to Practice in Math based on training/support and goals | October | Teachers | Time | |
| Utilize the Syracuse AT Actions Tool to reflect on AT practice and the impact on student learning | October | Admin, Coaches and Teachers | Time | |
| Examine and choose a current AT research-based walkthrough tool for schoolwide usage | August-September | Admin and Coaches | Time | |
| Develop a plan for using the walkthrough tool and a uniform way to ensure continuity to make sure there is a focus with a shared understanding across strategy 3 for setting goals with student work sample | August-September | Admin and Coaches | Budget, Time, People | |
| Begin walkthroughs ensuring that teachers receive feedback that connects to setting goals with student work samples | October | Admin, Coaches, and Teachers | Time | |
| Planning for AT implementation and Bridge to Practice and tutoring in math based on student data | September-October | Teachers and Coaches | Budget, Time, People | |

| **PROGRESS MONITORING (AUGUST – OCTOBER)** | | | |
|---|---|---|---|
| ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| October | Teacher participation at identified AT PD | 90-100% of teachers complete the AT PD | |
| October | Data from using the walkthrough tool in math | 60% of students engaged during math lessons and content rich discussions | |
| October | Student pre and post data from AT implementation in math | 60% of students show growth from pre to posttest and/or exit tickets | |
| October | Teacher reflections from Bridge to Practice | 100% of teachers participating in bridge to practice activities in math | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
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| Key Strategy 1:<br>Accountable Talk: Setting Goals with Student Work Samples | PD Plan Link:<br>25-26 STEAM SCEP PD Plan | School Lead:<br>Lisa Watts |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*<br>Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. At our school, we learned that our staff values accountable talk and the impact that it has on students' learning. This past year's SCEP focused on AT Talk Moves and Functions 9-12 which focused on establishing the community. However, more training and depth is needed to maximize the impact that AT has on student learning outcomes. Our state data shows some growth, but still not enough students are achieving proficiency in ELA or Math. AT increases student engagement and learning. |
|---|
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**<br>We will refine this strategy by using the available district resources and trainings to support our work. We will also focus on setting goals with student work samples. |

| IMPLEMENTATION PLAN (NOVEMBER – DECEMBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps**<br>(Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |
| Continue using the AT walkthrough tool and provide follow-up support and/or coaching based on teacher need (Math) | November-December | Teachers, Coaches, Admin | Time | 🟥 |
| Continue to engage in AT Bridge to Practice in Math based on training/support and goals | November-December | Teachers | Time | 🟥 |
| Continue to examine student work to determine next steps | November-December | Teachers | Time | 🟥 |
| Continue to engage in AT PD (as needed and based on availability) | November-December | Teachers | Time | 🟥 |
| Planning for AT implementation and Bridge to Practice and tutoring in math based on student data | November-December | Teachers and Coaches | Budget, Time, People | 🟥 |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) | | | |
|---|---|---|---|
| *Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| December | Teacher participation at identified AT PD (as needed and based on availability) | 90-100% of teachers complete the AT PD | |
| December | Teacher reflections from Bridge to Practice in math | 100% of teachers participating in bridge to practice activities in math | |
| December | Data from using the walkthrough tool in math | 70% of students engaged during math lessons and content rich discussions | |
| December | Student pre and post data from AT implementation in math | 70% of students show growth from pre to posttest and/or exit tickets | |

| Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan |
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| Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
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| Key Strategy 1:<br>Accountable Talk: Setting Goals with Student Work Samples | PD Plan Link:<br>25-26 STEAM SCEP PD | School Lead:<br>Lisa Watts |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
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| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| We will refine this strategy by using the available district resources and trainings to support our work. We will also focus on setting goals with student work samples. |

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps**<br>(Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |

| PROGRESS MONITORING (JANUARY – MARCH)<br>*Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| Jan-Mar | Teacher participation at identified AT PD (as needed and based on availability) | 90-100% of teachers complete the AT PD | |
| Jan-Mar | Teacher reflections from Bridge to Practice | 100% of teachers participating in bridge to practice activities in math | |
| Jan-Mar | Data from using the walkthrough tool in math | 80% of students engaged during math lessons and content rich discussions | |
| Jan-Mar | Student pre and post data from AT implementation in math | 80% of students show growth from pre to posttest and/or exit tickets | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. At our school, we learned that our staff values accountable talk and the impact that it has on students' learning. This past year's SCEP focused on AT Talk Moves and Functions 9-12 which focused on establishing the community. However, more training and depth is needed to maximize the impact that AT has on student learning outcomes. Our state data shows some growth, but still not enough students are achieving proficiency in ELA or Math. AT increases student engagement and learning.

**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 by using the available district resources and trainings to support our work. We will also focus on setting goals with student work samples.

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Continue using the AT walkthrough tool and provide follow-up support and/or coaching based on teacher need (Math) | April-May | Teachers, Coaches, Admin | Time | 🟥 |
| Continue to engage in AT Bridge to Practice in Math based on training/support and goals | April-May | Teachers | Time | 🟥 |
| Continue to examine student work to determine next steps | April-June | Teachers | Time | 🟥 |
| Continue to engage in AT PD (as needed and based on availability | April-May | Teachers | Time | 🟥 |
| Planning for AT implementation and Bridge to Practice and tutoring in math based on student data | April-May | Teachers and Coaches | Budget, Time, People | 🟥 |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| Apr-May | Teacher participation at identified AT PD (as needed and based on availability) | 90-100% of teachers complete the AT PD | |
| Apr-May | Teacher reflections from Bridge to Practice | 100% of teachers participating in bridge to practice activities in math | |
| Apr-May | Data from using the walkthrough tool in math | 90% of students engaged during math lessons and content rich discussions | |
| Apr-May | Student pre and post data from AT implementation in math | 90% of students show growth from pre to posttest and/or exit tickets | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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| Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
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| Key Strategy 2:<br>Foundational Reading Instruction | PD Plan Link:<br>25-26 STEAM SCEP PD Plan | School Lead:<br>Watts |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

During our needs assessment, we examined state data and NWEA data. Overall, we noticed that our state ELA data was growing slower than our math data. As such, we decided that it would benefit us to focus on foundational reading instruction. When we send more students from one grade level to the next reading on grade level, then we will have higher proficiency on the ELA state test.

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

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps**<br>(Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |
| LETRS training for K-2<br>Aspire training for 3-5 | September-October | Watts and Admin | Time, Budget | |
| Planning for ELA instruction and tutoring in reading based on student data | October | Teachers and Coaches | Time, Budget, People | |
| Coaching Cycles to support teacher's professional growth in delivering foundational reading instruction | October | Watts/Vaughn | Time | |
| Reading League consultant to provide coaching support for admin, coaches, and/or teachers | August-October | Watts and Admin | Time, Budget | |

| PROGRESS MONITORING (AUGUST – OCTOBER)<br>*Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| October | Walk throughs (walkthrough tool from LETRs Admin book) | 60% of teachers meeting all items on the checklist | |
| October | DIBELs Data | 50% of students meeting grade level benchmark/progress monitoring goals | |
| October | Coaching Cycles | 90% of coaching cycle goals being met | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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| Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
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| Key Strategy 2:<br>Foundational Reading Instruction | PD Plan Link:<br>25-26 STEAM SCEP PD Plan | School Lead:<br>Watts |
| --- | --- | --- |

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
During our needs assessment, we examined state data and NWEA data. Overall, we noticed that our state ELA data was growing slower than our math data. As such, we decided that it would benefit us to focus on foundational reading instruction. When we send more students from one grade level to the next reading on grade level, then we will have higher proficiency on the ELA state test.

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

| IMPLEMENTATION PLAN (NOVEMBER-DECEMBER) | | | | |
| --- | --- | --- | --- | --- |
| Essential Action Steps<br>(Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment<br>(*PD, Budget*, People, Time, etc.) | P |
| LETRS training for K-2 Aspire training for 3-5 | November-December | Watts and Admin | Time, Budget | |
| Planning for ELA instruction and tutoring in reading based on student data | November-December | Teachers and Coaches | Time, Budget, People | |
| Coaching Cycles to support teacher's professional growth in delivering foundational reading instruction | November-December | Watts/Vaughn | Time | |
| Reading League consultant to provide coaching support for admin, coaches, and/or teachers | November-December | Watts and Admin | Time, Budget | |
| Execute DIBELs progress monitoring and PLC data analysis | November-December | Teachers and Coaches | Time, Budget | |

| PROGRESS MONITORING (NOVEMBER-DECEMBER) | | | |
| --- | --- | --- | --- |
| *Implementation/Outcome Data* | | | |
| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
| December | Walk throughs (walkthrough tool from LETRs Admin book) | 70% of teachers meeting all items on the checklist | |
| December | DIBELs Data | 60% of students meeting grade level benchmark/progress monitoring goals | |
| December | Coaching Cycles | 90% of coaching cycle goals being met | |

| Notes/Reflections/Potential Adjustments to Inform January-March Implementation Plan |
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| Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
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| Key Strategy 2: Foundational Reading Instruction | PD Plan Link: 25-26 STEAM SCEP PD Plan | School Lead: Watts |
|---|---|---|

| What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* |
|---|
| During our needs assessment, we examined state data and NWEA data. Overall, we noticed that our state ELA data was growing slower than our math data. As such, we decided that it would benefit us to focus on foundational reading instruction. When we send more students from one grade level to the next reading on grade level, then we will have higher proficiency on the ELA state test. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |

| IMPLEMENTATION PLAN (JANUARY-MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| LETRS training for K-2 Aspire training for 3-5 | January-March | Watts and Admin | Time, Budget | |
| Planning for ELA instruction and tutoring in reading based on student data | January-March | Teachers and Coaches | Time, Budget, People | |
| Coaching Cycles to support teacher's professional growth in delivering foundational reading instruction | January-March | Teachers and Coaches | Time, People | |
| Reading League consultant to provide coaching support for admin, coaches, and/or teachers | January-March | Watts/Vaughn | Time, Budget | |
| Execute DIBELs progress monitoring and PLC data analysis | January-March | Watts and Admin | Time, Budget | |

| PROGRESS MONITORING (JANUARY-MARCH) *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| Jan-Mar | Walk throughs (walkthrough tool from LETRs Admin book) | 80% of teachers meeting all items on the checklist | |
| Jan-Mar | DIBELs Data | 70% of students meeting grade level benchmark/progress monitoring goals | |
| Jan-Mar | Coaching Cycles | 90% of coaching cycle goals being met | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |
| :-- |

| Key Strategy 2:<br>Foundational Reading Instruction | PD Plan Link:<br>25-26 STEAM SCEP PD Plan | School Lead:<br>Watts |
| :-- | :-- | :-- |

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*<br>During our needs assessment, we examined state data and NWEA data. Overall, we noticed that our state ELA data was growing slower than our math data. As such, we decided that it would benefit us to focus on foundational reading instruction. When we send more students from one grade level to the next reading on grade level, then we will have higher proficiency on the ELA state test.<br>**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
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| IMPLEMENTATION PLAN (APRIL-JUNE) | | | | |
| :-- | :-- | :-- | :-- | :-- |
| **Essential Action Steps**<br>**(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |
| LETRS training for K-2 Aspire training for 3-5 | April-June | Watts and Admin | Time and Budget | |
| Planning for ELA instruction and tutoring in reading based on student data | April-June | Selected Staff | Time and Budget | |
| Coaching Cycles to support teacher's professional growth in delivering foundational reading instruction | April-May | Watts/Vaughn | Time and Budget | |
| Reading League consultant to provide coaching support for admin, coaches, and/or teachers | April-June | Watts and Admin | Time and Budget | |
| Execute DIBELs progress monitoring and PLC data analysis | April-June | Watts and Admin | Time, Budget | |

| PROGRESS MONITORING (APRIL-JUNE)<br>*Implementation/Outcome Data* | | | |
| :-- | :-- | :-- | :-- |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| April-May | Walk throughs (walkthrough tool from LETRs Admin book) | 100% of teachers meeting all items on the checklist | |
| April-June | DIBELs Data | 80% of students meeting grade level benchmark/progress monitoring goals | |
| April-May | Coaching Cycles | 90% of coaching cycle goals being met | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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**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 3: PLC: Data Practices to Support All Students | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Newby |
|---|---|---|

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
|---|
| 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. At our school, we learned that effective PLT practices lead to teacher growth. During our needs assessment, we utilized state data and NWEA data to determine that our Students With Disabilities (SWD) were not growing the same as other students. Overall, we saw that all students were not growing as much as we felt that they should be. As such, we choose to focus on data practices to support all students. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| We refined this strategy to focus on a topic/stage from the district PLC SCEP Strategies guide. Last year, we for this strategy we focused on using a PLT rubric so that staff could assess their effectiveness as a PLT. |

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Establish a data-informed culture where all teams use timely evidence of learning to provide targeted intervention, acceleration/enrichment, and support for every student. The explicit sub-action steps for this action step are below: <br> • Teams will establish which grade level specific assessment data they will analyze to best support student areas of need (NWEA, DIBELS, RGR, Exit Tickets, etc.) <br> • Teams will identify the student data protocol they will use to analyze student data <br> • 100% of teams identify students in need of support and acceleration prior to goal setting, after administering NWEA, DIBELS, Really Great Reading program-based assessments including Playground BOY assessment, CFAs, and grade level specific measures <br> • 100% of teams will identify intervention and acceleration/enrichment options to best meet the needs of individual students and the data points that trigger movement between groups | September-October | Grade level teams, Coaches | Grade level teams, Coaches, PLT | 🟥 |
| Planning for intervention and acceleration/enrichment instruction and tutoring in reading and/or math based on student data | October | Teachers and Coaches | People, Time, Budget | 🟥 |
| Coaching by RGR staff-coaching on RGR implementation and data analysis | October | Admin and Coach | Budget | 🟥 |

| PROGRESS MONITORING (AUGUST – OCTOBER) | | | |
|---|---|---|---|
| *Implementation/Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |

| | | | |
|---|---|---|---|
| September-October | Assessment data identified | 100% of PLTs have identified assessment data and the dates the assessment will be analyzed in PLTs on their unit/lesson planner | |
| September | All PLTs have identified which data protocol they will use to analyze assessment data (must address the four questions) | 100% of PLTs have chosen a data protocol that addresses or uses the 4 PLC questions and determined the data points that trigger movement between teams | |
| September-October | Teachers will utilize data protocol sheet to identify student areas of need | 100% of PLTs will upload data protocol sheets on TEAMs | |
| October | Students are identified and placed in their targeted areas of need in small groups | 100% of students are assigned to a group based on identified assessments | |
| September | Data tool to store student data | 100% of PLTs have chosen a tool to put their data on | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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**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 3: | PD Plan Link: | School Lead: |
|---|---|---|
| PLC: Data Practices to Support All Students | [25-26 STEAM SCEP PD](#) | Newby |

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

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. At our school, we learned that effective PLT practices lead to teacher growth. During our needs assessment, we utilized state data and NWEA data to determine that our Students With Disabilities (SWD) were not growing the same as other students. Overall, we saw that all students were not growing as much as we felt that they should be. As such, we choose to focus on data practices to support all students.

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

We refined this strategy to focus on a topic/stage from the district PLC SCEP Strategies guide. Last year, we for this strategy we focused on using a PLT rubric so that staff could assess their effectiveness as a PLT.

### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

| Essential Action Steps (Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment (*PD, Budget*, People, Time, etc.) | P |
|---|---|---|---|---|
| Establish a data-informed culture where all teams use timely evidence of learning to provide targeted intervention, acceleration/enrichment, and support for every student. The explicit sub-action steps for this action step are below:<br>• Students working within desired targeted small group based on data analysis<br>• Progress monitoring of all students during targeted small group instruction | November-December | Coaches, TSG teachers | Time | |
| Planning for intervention and acceleration/enrichment instruction and tutoring in reading and/or math based on student data | November-December | Teachers and Coaches | People, Time, Budget | |
| Coaching by RGR staff-coaching on RGR implementation and data analysis | November-December | Teachers, Admin and Coaches | Budget | |

### PROGRESS MONITORING (NOVEMBER – DECEMBER)
#### Outcome Data

| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
|---|---|---|---|
| November-December | Data protocol worksheet with student groupings to identify areas of growth | 100% of students are identified and sorted into appropriate groups based on data protocol analysis | |
| November-December | Appropriate small group assessments to collect student data (RGR Playground, DIBELs, Comprehension, etc. and data analyzation) | 50% of students showing growth based on small group progress monitoring data | |

### 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 3: PLC: Data Practices to Support All Students | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Newby |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
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| 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. At our school, we learned that effective PLT practices lead to teacher growth. During our needs assessment, we utilized state data and NWEA data to determine that our Students With Disabilities (SWD) were not growing the same as other students. Overall, we saw that all students were not growing as much as we felt that they should be. As such, we choose to focus on data practices to support all students. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** |
| We refined this strategy to focus on a topic/stage from the district PLC SCEP Strategies guide. Last year, we for this strategy we focused on using a PLT rubric so that staff could assess their effectiveness as a PLT. |

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Establish a data-informed culture where all teams use timely evidence of learning to provide targeted intervention, acceleration/enrichment, and support for every student. The explicit sub-action steps for this action step are below:<br>• Students working within desired targeted small group based on data analysis<br>• Progress monitoring of all students during targeted small group instruction | January-March | Coaches, Teachers | People, Time | |
| Planning for intervention and acceleration/enrichment instruction and tutoring in reading and/or math based on student data | January-March | Teachers | People, Time | |
| Coaching by RGR staff-coaching on RGR implementation and data analysis | January-March | Teachers, Admin and Coaches | People, Budget, Time | |

| PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| January-March | Data protocol worksheet with student groupings to identify areas of growth | 100% of students are identified and sorted into appropriate groups based on data protocol analysis | |
| January-March | Appropriate small group assessments to collect student data (RGR Playground, DIBELs, Comprehension, etc. and data analyzation) | 65% of students showing growth based on small group progress monitoring data | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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**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 3: PLC: Data Practices to Support All Students | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Newby |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

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. At our school, we learned that effective PLT practices lead to teacher growth. During our needs assessment, we utilized state data and NWEA data to determine that our Students With Disabilities (SWD) were not growing the same as other students. Overall, we saw that all students were not growing as much as we felt that they should be. As such, we choose to focus on data practices to support all students.

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

We refined this strategy to focus on a topic/stage from the district PLC SCEP Strategies guide. Last year, we for this strategy we focused on using a PLT rubric so that staff could assess their effectiveness as a PLT.

### IMPLEMENTATION PLAN (APRIL – JUNE)

| Essential Action Steps (Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment (*PD, Budget*, People, Time, etc.) | P |
|---|---|---|---|---|
| Establish a data-informed culture where all teams use timely evidence of learning to provide targeted intervention, acceleration/enrichment, and support for every student. The explicit sub-action steps for this action step are below:<br>• Students working within desired targeted small group based on data analysis<br>• Progress monitoring of all students during targeted small group instruction | April-June | Teachers | People, Time | |
| Planning for intervention and acceleration/enrichment instruction and tutoring in reading and/or math based on student data | April-May | Teachers and Coaches | People, Time, Budget | |
| Coaching by RGR staff-coaching on RGR implementation and data analysis | April-May | Admin and Coaches | Budget | |
| TSG teachers will meet at the end of the year to discuss and review overall student data and reflect on the process for the following year. | June | Teachers | People, Time | |

### PROGRESS MONITORING (APRIL – JUNE)
#### Outcome Data

| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
|---|---|---|---|
| April-June | Data protocol worksheet with student groupings to identify areas of growth | 100% of students are identified and sorted into appropriate groups based on data protocol analysis | |
| April-June | Appropriate small group assessments to collect student data (RGR Playground, DIBELs, Comprehension, etc. and data analyzation) | 80% of students showing growth based on small group progress monitoring data | |
| June | TSG teachers use a protocol sheet to support the reflection process | 100% of PLTs will reflect and give feedback to guide the decision-making process for the next school year | |

### Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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**Academic Commitment 2 – Strategy 3** **April - June**

**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 4: Effective Unit and Lesson Planning | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Alexander/Griffin |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

During our needs assessment, we learned that we needed to be tighter with the essential standards chosen and monitor the progress of those essential standards throughout the year. We based this on the state test data. Key Ideas and Details is 65% of the ELA state test and 40% of our 3rd graders, 40% of our 4th graders, and 34% of our 5th graders earned points on MC and CR questions where Key Ideas and Details were tested. OA and MD make up 52%-75% of the 3rd grade state math test. Our 3rd graders earned 47% of the points available on MC and CR questions where OA and MD were tested. NBT and NF make up 40-60% of the 4th grade state math test. Our 4th graders earned 44% of the points available on MC and CR questions where NBT and NF were tested. NBT and NF make up 59-79% of the 5th grade state math test. Our 5th graders earned 30% of the points available on MC and CR questions where NBT and NF were tested.

**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 by using the GAP analysis report when choosing the essential standards. We will also closely monitor the number of students who are proficient during each unit where the above standards are taught.

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Collaboration of teammates to choose a unit planning format that meets the criteria identified by administration | August-October | Teachers | Time, Budget | |
| Unit Planning during the summer and before or after school hours | July-October | Teachers and Coaches | Budget | |
| Collaboration of teammates to develop units in Math, ELA (K-2 Skills and IK) that includes the criteria identified by administration | August-October | Teachers | Time, Budget | |
| Utilize the GAP analysis report to determine essential standards to focus on in the unit plans | September-October | Teachers and Coaches | Time, Budget | |

| PROGRESS MONITORING (AUGUST – OCTOBER) | | | |
|---|---|---|---|
| *Implementation/Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| September-October | Unit Planning Document for Math and ELA. K-2 Skills and IK posted on TEAMs | 100% of identified criteria met and 100% of PLTs have posted their units on teams | |
| September-October | Student proficiency on essential standards and engagement | 75% or above proficiency on selected essential standards; 90% or above on student engagement on the GVC chart for each grade level | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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| **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 4:** Effective Unit and Lesson Planning | **PD Plan Link:** [25-26 STEAM SCEP PD](#) | **School Lead:** Alexander/Griffin |

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* |
|---|
| During our needs assessment, we learned that we needed to be tighter with the essential standards chosen and monitor the progress of those essential standards throughout the year. We based this on the state test data. Key Ideas and Details is 65% of the ELA state test and 40% of our 3rd graders, 40% of our 4th graders, and 34% of our 5th graders earned points on MC and CR questions where Key Ideas and Details were tested.  OA and MD make up 52%-75% of the 3rd grade state math test. Our 3rd graders earned 47% of the points available on MC and CR questions where OA and MD were tested. NBT and NF make up 40-60% of the 4th grade state math test.  Our 4th graders earned 44% of the points available on MC and CR questions where NBT and NF were tested. NBT and NF make up 59-79% of the 5th grade state math test.  Our 5th graders earned 30% of the points available on MC and CR questions where NBT and NF were tested. |
| **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 by using the GAP analysis report when choosing the essential standards. We will also closely monitor the number of students who are proficient during each unit where the above standards are taught. |

| **IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)** | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Unit Planning before or after school hours | November-December | Teachers and Coaches | Budget | 🟥 |
| Collaboration of teammates to develop units in Math, ELA (K-2 Skills and IK) that includes the criteria identified by administration | November-December | Teachers | Time, Budget | 🟥 |
| Coaching support with planning | November-December | Coaches and Teachers | Time | 🟥 |
| Utilize the GAP analysis report to determine essential standards to focus on in the unit plans | November-December | Teachers and Coaches | Time, Budget | 🟥 |

| **PROGRESS MONITORING (NOVEMBER – DECEMBER)** *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| November-December | Unit Planning Document for Math and ELA. K-2 Skills and IK posted on TEAMs | 100% of identified criteria met and 100% of PLTs have posted their units on teams | |
| November-December | Student proficiency on essential standards and engagement | 75% or above proficiency on selected essential standards; 90% or above on student engagement on the GVC chart for each grade level | |

| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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**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 4:<br>Effective Unit and Lesson Planning | PD Plan Link:<br>25-26 STEAM SCEP PD | School Lead:<br>Alexander/Griffin |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

During our needs assessment, we learned that we needed to be tighter with the essential standards chosen and monitor the progress of those essential standards throughout the year. We based this on the state test data. Key Ideas and Details is 65% of the ELA state test and 40% of our 3rd graders, 40% of our 4th graders, and 34% of our 5th graders earned points on MC and CR questions where Key Ideas and Details were tested. OA and MD make up 52%-75% of the 3rd grade state math test. Our 3rd graders earned 47% of the points available on MC and CR questions where OA and MD were tested. NBT and NF make up 40-60% of the 4th grade state math test. Our 4th graders earned 44% of the points available on MC and CR questions where NBT and NF were tested. NBT and NF make up 59-79% of the 5th grade state math test. Our 5th graders earned 30% of the points available on MC and CR questions where NBT and NF were tested.

**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 by using the GAP analysis report when choosing the essential standards. We will also closely monitor the number of students who are proficient during each unit where the above standards are taught.

### IMPLEMENTATION PLAN (JANUARY – MARCH)

| Essential Action Steps<br>(Begin with a verb) | Timeline | Person(s) Responsible | Resource Alignment<br>(*PD, Budget*, People, Time, etc.) | P |
|---|---|---|---|---|
| Unit Planning before or after school hours | January-March | Teachers and Coaches | Budget | 🟥 |
| Collaboration of teammates to develop units in Math, ELA (K-2 Skills and IK) that includes the criteria identified by administration | January-March | Teachers | Time, Budget | 🟥 |
| Coaching support with planning | January-March | Coaches | Time | 🟥 |
| Utilize the GAP analysis report to determine essential standards to focus on in the unit plans | January-March | Teachers and Coaches | Time, Budget | 🟥 |

### PROGRESS MONITORING (JANUARY – MARCH)
#### *Outcome Data*

| Date | Progress Indicators | What do we hope to see? | What we actually saw: |
|---|---|---|---|
| January-March | Unit Planning Document for Math and ELA. K-2 Skills and IK posted on TEAMs | 100% of identified criteria met and 100% of PLTs have posted their units on teams | |
| January-March | Student proficiency on essential standards and engagement | 75% or above proficiency on selected essential standards; 90% or above on student engagement on the GVC chart for each grade level | |

### 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 4: Effective Unit and Lesson Planning | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Alexander/Griffin |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

During our needs assessment, we learned that we needed to be tighter with the essential standards chosen and monitor the progress of those essential standards throughout the year. We based this on the state test data. Key Ideas and Details is 65% of the ELA state test and 40% of our 3rd graders, 40% of our 4th graders, and 34% of our 5th graders earned points on MC and CR questions where Key Ideas and Details were tested. OA and MD make up 52%-75% of the 3rd grade state math test. Our 3rd graders earned 47% of the points available on MC and CR questions where OA and MD were tested. NBT and NF make up 40-60% of the 4th grade state math test. Our 4th graders earned 44% of the points available on MC and CR questions where NBT and NF were tested. NBT and NF make up 59-79% of the 5th grade state math test. Our 5th graders earned 30% of the points available on MC and CR questions where NBT and NF were tested.

**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 by using the GAP analysis report when choosing the essential standards. We will also closely monitor the number of students who are proficient during each unit where the above standards are taught.

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Unit Planning before or after school hours | April-June | Teachers and Coaches | Budget | 🟥 |
| Collaboration of teammates to develop units in Math, ELA (K-2 Skills and IK) that includes the criteria identified by administration | April-June | Teachers | Time, Budget | 🟥 |
| Coaching support with planning | April-June | Coaches and Teachers | Time | 🟥 |
| Utilize the GAP analysis report to determine essential standards to focus on in the unit plans | April-June | Teachers and Coaches | Time, Budget | 🟥 |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| April-June | Unit Planning Document for Math and ELA. K-2 Skills and IK posted on TEAMs | 100% of identified criteria met and 100% of PLTs have posted their units on teams | |
| April-June | Student proficiency on essential standards and engagement | 75% or above proficiency on selected essential standards; 90% or above on student engagement on the GVC chart for each grade level | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. |
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| Key Strategy 5: Promote Student Voice and Leadership | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Vaughn |
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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.* One thing that we determined after reviewing student interview responses, is that students expressed the need for more opportunities for student voice and choice within the school community. |
|---|
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** We are expanding this strategy by including 3rd grade students and by creating a process where all student voices will be heard, including K-2. We would also like to expand the work of the student council outside of the school walls and into the surrounding community. |

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Recruit staff to assist with Student Council planning | September-October | Coaches | People, Budget, Time | |
| Advertise Student Council to grades 3-5 and determine members. | September-October | Coaches | People, Budget, Time | |
| Schedule Student Council meetings and events/activities for the year that create a sense of belonging and improve overall student attendance. | September-October | Coaches | People, Budget, Time | |
| Student Council members will advertise the events and activities over the morning announcements and create flyers/posters to post around the building and send home to families. | September-October | Coaches | People, Budget, Time | |
| Student Council members and sponsors will determine ways to support the surrounding community tri-annually | September-October | Coaches | People, Budget, Time | |
| Before or After school planning for schoolwide and community events, planning for student council meetings, planning with student council sponsors | September-October | Coaches and Student Council Sponsors | People, Budget, Time | |

| PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| September-October | Staff and Student Council members selected | Announcement and introduction of Student Council members and student sponsors on the news | |
| September-October | Events and activities planned out for the school year and advertised to students and families | At least one student activity/incentive led by the student council members | |
| September-October | Daily attendance | 90% or higher | |

| Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan |
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| **Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily. | | |
|---|---|---|
| **Key Strategy 5:**<br>Promote Student Voice and Leadership | **PD Plan Link:**<br>25-26 STEAM SCEP PD | **School Lead:**<br>Vaughn |

| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*<br>One thing that we determined after reviewing student interview responses, is that students expressed the need for more opportunities for student voice and choice within the school community. |
|---|
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**<br>We are expanding this strategy by including 3rd grade students and by creating a process where all student voices will be heard, including K-2. We would also like to expand the work of the student council outside of the school walls and into the surrounding community. |

| **IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)** | | | | |
|---|---|---|---|---|
| **Essential Action Steps**<br>**(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**<br>(*PD, Budget*, People, Time, etc.) | **P** |
| Continue to schedule Student Council meetings and events/activities for the year that create a sense of belonging and improve overall student attendance | November to December | Coaches | People, Budget, Time | |
| Student Council members will continue to advertise the events and activities over the morning announcements and create flyers/posters to post around the building and send home to families | November to December | Coaches | People, Budget, Time | |
| Student Council members and sponsors will determine ways to support the surrounding community tri-annually | November to December | Coaches, Student Council Sponsors, Student Council Members | People, Budget, Time | |
| Before or After school planning for schoolwide and community events, planning for student council meetings, planning with student council sponsors | September-October | Coaches and Student Council Sponsors | People, Budget, Time | |

| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**<br>***Outcome Data*** | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| November-December | Events and activities planned out for the school year and advertised to students and families | At least one student activity/incentive led by the student council members | |
| November-December | Daily attendance | 90% or higher | |
| November-December | One community event scheduled and completed by the end of November | Feedback from the community | |

| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

| Key Strategy 5: Promote Student Voice and Leadership | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Vaughn |
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
One thing that we determined after reviewing student interview responses, is that students expressed the need for more opportunities for student voice and choice within the school community.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
We are expanding this strategy by including 3rd grade students and by creating a process where all student voices will be heard, including K-2. We would also like to expand the work of the student council outside of the school walls and into the surrounding community.

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Continue to schedule Student Council meetings and events/activities for the year that create a sense of belonging and improve overall student attendance. | January-March | Coaches | Stakeholders in the building, Coaches | |
| Student Council members will continue to advertise the events and activities over the morning announcements and create flyers/posters to post around the building and send home to families. | January-March | Coaches | Stakeholders in the building, Coaches | |
| Student Council members and sponsors will determine ways to support the surrounding community tri-annually | January-March | Coaches, Student Council Sponsors, Student Council Members | People, Budget, Time | |
| Before or After school planning for schoolwide and community events, planning for student council meetings, planning with student council sponsors | January-March | Coaches and Student Council Sponsors | People, Budget, Time | |

| PROGRESS MONITORING (JANUARY – MARCH) | | | |
|---|---|---|---|
| *Outcome Data* | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| January-March | Events and activities planned out for the school year and advertised to students and families | At least one student activity/incentive led by the student council members | |
| January-March | Daily attendance | 90% or higher | |
| January-March | One community event scheduled and completed by the end of February | Feedback from community | |

| Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan |
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**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

| Key Strategy 5: Promote Student Voice and Leadership | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Vaughn |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*
One thing that we determined after reviewing student interview responses, is that students expressed the need for more opportunities for student voice and choice within the school community.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
We are expanding this strategy by including 3rd grade students and by creating a process where all student voices will be heard, including K-2. We would also like to expand the work of the student council outside of the school walls and into the surrounding community.

| IMPLEMENTATION PLAN (APRIL – JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Continue to schedule Student Council meetings and events/activities for the year that create a sense of belonging and improve overall student attendance. | April- June | Coaches | People, Time, Budget | |
| Student Council members will continue to advertise the events and activities over the morning announcements and create flyers/posters to post around the building and send home to families. | April- June | Coaches | People, Time, Budget | |
| Student Council members and sponsors will determine ways to support the surrounding community tri-annually | April-June | Coaches | People, Time, Budget | |
| Before or After school planning for schoolwide and community events, planning for student council meetings, planning with student council sponsors | April-June | Coaches and Student Council Sponsors | People, Budget, Time | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| April-June | Events and activities planned out for the school year and advertised to students and families | At least one student activity/incentive led by the student council members | |
| April-June | Daily attendance | 90% or higher | |
| April-June | One community event scheduled and completed by the end of June | Feedback from community | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning |
|---|
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| Key Strategy 6: Staff to Student Check-Ins | PD Plan Link: 25-26 STEAM SCEP PD | School Lead: Griffin |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

As a part of our needs assessment, student interviews schoolwide data was reviewed, and student interviews were completed. Based on the information obtained from the student interviews, learners spoke positively of their relationships with adults within the learning community. According to our schools Panorama data, student to staff relationships was viewed favorably and ranked high among learner responses. This past years SCEP focused decreasing discipline referrals by implementing a solid system for staff to student check- 'ins. Data indicates a 52% decrease in discipline referrals for the 24-25 school year. Based on the feedback received through our needs assessment, a schoolwide approach to using the 2x10 relationship building strategy and structures for using reset passes will be implemented for the 25-26 school year.

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

We will expand this strategy by including structures that will be put into place to ensure that provisions are made for students who demonstrated varied levels of social-emotional needs to be included in the staff to student check-in process.

| IMPLEMENTATION PLAN (AUGUST – OCTOBER) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Determine criteria for students to receive staff to student check-in's | August | Griffin/Dean | Time, People, PD | |
| Determine a process for staff to student check-ins | August | Griffin/Dean | Time, People, PD | |
| Develop PD on the check-in process | August | Griffin/Dean | Time, People, PD | |
| Deliver PD to designated staff supporting the staff to student check-in process. | September | Griffin/Dean | Time, People, PD | |
| Monitor implementation of staff to student check-ins monthly | October-June | Griffin / Dean Teachers and Student Support | Time | |

| PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| September | List of students for check-ins based on referral data and established criteria for teacher recommendations | Every identified child has a staff member to check-in with | |
| September | Completion of PD for identified staff members | 100% of staff members trained | |
| October | Completion of student check-ins | 100% of staff members have completed check-ins with their identified students | |

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

| Key Strategy 6: <br> Staff to Student Check-Ins | PD Plan Link: <br> 25-26 STEAM SCEP PD | School Lead: <br> Griffin |
| --- | --- | --- |

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

As a part of our needs assessment, student interviews schoolwide data was reviewed, and student interviews were completed.  Based on the information obtained from the student interviews, learners spoke positively of their relationships with adults within the learning community.  According to our schools Panorama data, student to staff relationships was viewed favorably and ranked high among learner responses. This past years SCEP focused decreasing discipline referrals by implementing a solid system for staff to student check- 'ins. Data indicates a 52% decrease in discipline referrals for the 24-25 school year. Based on the feedback received through our needs assessment, a schoolwide approach to using the 2x10 relationship building strategy and structures for using reset passes will be implemented for the 25-26 school year.

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

We will expand this strategy by including structures that will be put into place to ensure that provisions are made for students who demonstrated varied levels of social-emotional needs to be included in the staff to student check-in process.

| IMPLEMENTATION PLAN (NOVEMBER – DECEMBER) | | | | |
| --- | --- | --- | --- | --- |
| **Essential Action Steps** <br> **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment** <br> (*PD, Budget*, People, Time, etc.) | **P** |
| Review student progress at student support staff meetings and make adjustments where needed | November-December | Griffin/Student Support staff | Time | |

| PROGRESS MONITORING (NOVEMBER – DECEMBER) | | | |
| --- | --- | --- | --- |
| ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| November-December | Completion of student check-ins | 100% of assigned check-ins completed | |
| November-December | Decrease in discipline referrals for identified students | 60% of students showing an increased adherence to school-wide positive behavioral expectations for identified students | |
| November-December | Increase in desired behaviors for identified students from teacher recommendations | 60% increase in students using check-in's, 2x 10 and/or reset passes | |

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

| Key Strategy 6: | PD Plan Link: | School Lead: |
|---|---|---|
| Staff to Student Check-Ins | [25-26 STEAM SCEP PD](#) | Griffin |

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

As a part of our needs assessment, student interviews schoolwide data was reviewed, and student interviews were completed. Based on the information obtained from the student interviews, learners spoke positively of their relationships with adults within the learning community. According to our schools Panorama data, student to staff relationships was viewed favorably and ranked high among learner responses. This past years SCEP focused decreasing discipline referrals by implementing a solid system for staff to student check- 'ins. Data indicates a 52% decrease in discipline referrals for the 24-25 school year. Based on the feedback received through our needs assessment, a schoolwide approach to using the 2x10 relationship building strategy and structures for using reset passes will be implemented for the 25-26 school year.

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

We will expand this strategy by including structures that will be put into place to ensure that provisions are made for students who demonstrated varied levels of social-emotional needs to be included in the staff to student check-in process.

| IMPLEMENTATION PLAN (JANUARY – MARCH) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Review student progress at student support staff meetings and make adjustments where needed | January-March | Griffin/Student Support Staff | Time | 🟥 |

| PROGRESS MONITORING (JANUARY – MARCH) | | | |
|---|---|---|---|
| ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| January-March | Completion of student check-ins | 100% of assigned check-ins completed | |
| January-March | Decrease in student referrals for identified students | 75% of students showing an increased adherence to school-wide positive behavioral expectations for identified students | |
| January-March | Increase in desired behaviors for identified students from teacher recommendations | 75% of students using check-in's, 2x10 and/or reset passes | |

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

| Key Strategy 6: Staff to Student Check-Ins | PD Plan Link: [25-26 STEAM SCEP PD](#) | School Lead: Griffin |
|---|---|---|

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** *Consider both data trends observed and student interview responses.*

As a part of our needs assessment, student interviews schoolwide data was reviewed, and student interviews were completed. Based on the information obtained from the student interviews, learners spoke positively of their relationships with adults within the learning community. According to our schools Panorama data, student to staff relationships was viewed favorably and ranked high among learner responses. This past years SCEP focused decreasing discipline referrals by implementing a solid system for staff to student check- 'ins. Data indicates a 52% decrease in discipline referrals for the 24-25 school year. Based on the feedback received through our needs assessment, a schoolwide approach to using the 2x10 relationship building strategy and structures for using reset passes will be implemented for the 25-26 school year.

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

We will expand this strategy by including structures that will be put into place to ensure that provisions are made for students who demonstrated varied levels of social-emotional needs to be included in the staff to student check-in process.

| IMPLEMENTATION PLAN (APRIL– JUNE) | | | | |
|---|---|---|---|---|
| **Essential Action Steps** (Begin with a verb) | **Timeline** | **Person(s) Responsible** | **Resource Alignment** (*PD, Budget*, People, Time, etc.) | **P** |
| Review student progress at student support staff meetings and make adjustments where needed | April-June | Griffin, Dean, and Student Support Team | Time | |

| PROGRESS MONITORING (APRIL – JUNE) *Outcome Data* | | | |
|---|---|---|---|
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| April-June | Completion of student check-ins | 100% of assigned check-ins completed | |
| April-June | Decrease in student referrals for identified students | 90% of students showing an increased adherence to school-wide positive behavioral expectations for identified students | |
| April-June | Increase in desired behaviors (SEL/ sense of belonging) for identified students based on teacher recommendations | 90% of students using check-in's, 2x10 and/or reset passes | |

| Notes/Reflections/Potential Adjustments to Inform 2026-27 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<br>(Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree) | 2024-25<br>Results | 2025-26<br>Desired Results | Actual<br>Results |
|---|---|---|---|---|
| 1 | The school's SCEP was communicated to all staff members and staff members understood it. | 97% | 97% | |
| 2 | This year, the school's SLT continually focused on and monitored the school's SCEP. | 100% | 100% | |
| 3 | It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills. | 94% | 94% | |
| 4 | The school's strategies related to critical thinking and reasoning had a positive impact on student learning. | 97% | 97% | |
| 5 | It was evident that our school focused on numeracy and literacy. | 97% | 97% | |
| 6 | The school's strategies related to numeracy and literacy had a positive impact on student learning. | 89% | 93% | |
| 7 | It was evident that our school focused on students feeling a sense of belonging and daily school attendance. | 97% | 97% | |
| 8 | The school's strategies related to sense of belonging and student attendance had a positive impact. | 91% | 91% | |
| 9 | It was evident that our school attempted to align and maximize resources to serve each student's needs. | 91% | 81% | |
| 10 | The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact. | 86% | 90% | |

| | Student Survey Questions<br>(From Spring District Climate Survey) | 2024-25<br>Results | 2025-26<br>Desired Results | Actual<br>Results |
|---|---|---|---|---|
| 1 | How often do your teachers seem excited to be teaching your class? (SC4) | 58% | 64% | |
| 2 | How often are people disrespectful to others at your school? (SC1) | 22% | 30% | |
| 3 | How often do students get into physical fights at your school? (SC2) | 49% | 57% | |
| 4 | How likely is it that someone from your school will bully you online? (SC3) | 51% | 59% | |
| 5 | How often do you worry about violence at your school? (SC4) | 44% | 52% | |
| 6 | If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5) | 53% | 61% | |
| 7 | How much support do the adults at your school give you? (SB2) | 72% | 80% | |
| 8 | Overall, how much do you feel like you belong at your school? (SB4) | 54% | 62% | |
| 9 | How excited would you be to have your teacher again? (TSR1) | 82% | 90% | |

| | | 2024-25 Results | 2025-26 Desired Results | Actual Results |
|---|---|---|---|---|
| 10 | How respectful is your teacher towards you? (TSR4) | 82% | 90% | |

| | Family Survey Questions (From Spring Climate Survey) | 2024-25 Results | 2025-26 Desired Results | Actual Results |
|---|---|---|---|---|
| 1 | How much of a sense of belonging does your child have at his/her school? (SF1) | 75% | 80% | |
| 2 | How well do you feel your child's school is preparing him/her for his/her next academic year? (SF2) | 75% | 80% | |
| 3 | How well do the activities offered at your child's school match his/her interests? (SF3) | 75% | 80% | |
| 4 | At your child's school, how well does the overall approach to discipline work for your child? (SF4) | 63% | 70% | |
| 5 | How comfortable is your child in asking for help from school adults? (SF5) | 88% | 93% | |
| 6 | Given your child's cultural background, how good of a fit is his/her school? (SF6) | 75% | 80% | |
| 7 | How well do the teaching styles of your child's teachers match your child's learning style? (SF7) | 75% | 80% | |
| 6 | To what extent do you think that children enjoy going to your child's school? (SC1) | 75% | 80% | |
| 7 | How motivating are the classroom lessons at your child's school? (SC2) | 75% | 80% | |
| 8 | How well do administrators at your child's school create a school environment that helps children learn? (SC5) | 75% | 80% | |
| 9 | Overall, how much respect do you think the children at your child's school have for the staff? (SC6) | 63% | 70% | |
| 10 | Overall, how much respect do you think the teachers at your child's school have for the children? (SC7) | 63% | 70% | |

## EVIDENCE-BASED INTERVENTION

All key strategies pursued by schools should be rooted in evidence. All schools must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

| State-Supported Evidence-Based Interventions | Mark "X" if the school will implement this in 25-26 |
|---|:---:|
| Align High School and College Courses to Increase Post-Secondary Transition Outcomes | |
| Community Schools | |
| Elementary School Looping | |
| Establish an Early Warning Intervention and Monitoring System | |
| Evidence-Based Instructional Methods | |
| Expanding access to high-quality Out-of-School-Time programs | |
| High-Quality Instructional Materials | |
| High-Quality Tutoring | |
| Incoming Student Induction Programs and Summer Bridge Programs | |
| Instructional Coaching | X |
| Middle School Flexible Scheduling | |
| Multi-Tiered System of Supports – Integrated (MTSS-I) | X |
| Ongoing Job-Embedded Professional Development | |
| Principal Leadership Development | |
| Professional Learning Communities | X |
| Restorative Practices | |

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

| Name | Role | Orientation to School Teams (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect, Synthesize and Plan | Plan Writing and Revision |
|---|---|---|---|---|---|---|---|---|
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* | | *4/10, 4/11* | *4/17* | *5/2, 5/9, 5/16* |
| **Kuricheses Alexander** | Principal | | 4/3 | 4/8, 4/22, 4/29, 5/1 | 5/6, 5/13 | 5/15 | 5/15, 6/2,6/3 | 6/4, 6/5, 6/10, 6/13 |
| **Priscilla Newby** | Vice Principal | | | 4/22, 4/29, 5/1 | 5/6, 5/13 | | 6/2,6/3 | 6/4, 6/5, 6/10 |
| **Angela Griffin** | Administrative Intern | | 4/3 | 4/8, 4/29, 5/1 | 5/6, 5/13 | | 6/2, 6/3 | 6/4, 6/5, 6/10 |
| **Chassidy Vaughn** | Instructional Coach | | 4/3 | 4/8, 4/22, 4/29. 5/1 | 5/6, 5/13 | 5/15 | 6/2, 6/3 | 6/4, 6/5, 6/9, 6/10 |
| **Lisa Watts** | Instructional Coach | | | 4/8, 4/22, 4/29, 5/1 | 5/6, 5/13 | | 6/2, 6/3 | 6/4, 6/5, 6/9, 6/10 |
| **Dylan Gwilt** | SPED Teacher | | | 4/8, 4/22, 4/29, 5/1 | 5/6, 5/13 | 5/15 | 5/15, 6/2 6/3 | 6/4, 6/5, 6/9, 6/10 |
| **Rosie Stanley** | Gen Ed Teacher | | 4/3 | 4/8, 4/22, 5/1 | 5/6, 5/13 | | 6/2,6/3 | 6/4, 6/5, 6/9, 6/10 |
| **Greg Bickett** | SPED Teacher | | 4/3 | 4/8, 4/22, 5/1 | 5/6, 5/13 | 5/15 | 5/15, 6/2, 6/3 | 6/4, 6/5, 6/10 |
| **Ariana Harvin** | ENL Teacher | | 4/3 | 4/29, 5/1 | | | 6/3 | 6/5, 6/10 |
| **Emily Dittmar** | ENL Teacher | | 4/3 | 4/8, 4/22, 4/29, 5/1 | 5/6. 5/13 | 5/15 | 5/15,6/2, 6/3 | 6/4, 6/5, 6/10 |
| **Cynthia Pace** | TA | | 4/3 | 4/8, 5/1 | | | | |
| **Danielle Puusalu** | Parent | | 4/3 | | | | | |
| **Tyrell Davis** | Parent | | 4/3 | | | | | |
| **Angel McFadden** | Gen Ed Teacher | | | 4/29 | | | | |
| **Dionne Bennett** | Gen Ed Teacher | | | 4/29 | | | | |
| | | | | | | | | |
| | | | | | | | | |

**SCEP Development Team**

| | | | 31 | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |

## LEARNING AS A TEAM

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

**Student Interviews**

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

**The kids talked about male connections, the rigor of work within the classroom, as well as how approachable adults are within the building. The interview process informed the team's plan by emphasizing the need for the school to provide more opportunities for student voice and choice.**

*Schools in the ATSI and TSI model only*

**Subgroup Spotlight**

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