2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Syracuse STEM at Blodgett	Dr. Harry Valentin	6, 7, 8	CSI

✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.

✓ **Assistant Superintendent has reviewed this plan.**

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

✓ **Evidence-Based Intervention identified:** Professional Learning Communities

✓ **Civic Empowerment Project identified: Climate Survey Inquiry Team**

SCEP DEVELOPMENT TEAM		
	Name	*Title / Role*
1	Megan Root	Instructional coach/ PLC Leader
2	Dr. Ada Hernandez	SPED Instructional Coach/ Strategic Planning Leader
3	Abu El Fadl	ELA Teacher/Accountable Talk Co Lead
4	Vani Nair	Math Teacher/ Accountable Talk Co Lead
5	Danielle Fiordalice	SPED Teacher/WICOR Co Lead
6	Tiara Love	Math Teacher/WICOR Co Lead
7	Elliot Bruton	Social Studies Teacher/ PLC Co lead
8	Ronald Cortina	Dean of Student / Attendance Lead
9	Kayla Gallagher	Psychologist / MTSS Co Lead
10	Simon Lynch	Music Teacher/ MTSS Co Lead
11	Thomas Rosaschi	Elementary Teacher/ Teacher and student check in Co-lead
12	Paul Crisafulli	Dean of Students / Teacher and students check in Co-Lead
13	Patricia Miller	Union Representative/ SEL Co Lead
14	Stephen White	Physical Education Teacher/ SEL Co Lead
15	Steven Garraffo	Independent Monitor
16	Brenlee Ortiz	Mother
17	Carmen Velazquez	Grandmother
18	Collette Orr	Mother
19	Leeza Roper	DEB Liaison

OVERVIEW PAGE

Year-End Goals		
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	
2	Math	Goals will be developed after all 2023-24 data are available
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	**Effective Unit & Lesson Planning**	R-E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	**Effective PLC Implementation**	R
		2	**AVID WICOR – Annotation for reading comprehension and Costa Level questions.**	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	**Implementing an Effective Attendance Team**	R
		2	**Staff to Student Check-ins**	R-E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	**Multi-Tiered System of Supports (MTSS)**	R-E
		2	**Social Emotional Learning**	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 Leaders: Rhodara Fadl

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

When doing our needs assessment, the SCEP team noticed that the NWEA Data (Growth Map) and NYSED Assessment results reflected that the students' performance was at one of the lowest percentiles. One root cause is related to weak critical thinking and reasoning skills. The district established this systemic key strategy to increase the critical thinking and reasoning Skills of our students through a Tier I intervention.

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 refining this strategy by breaking down each quarter to complete specific accountable talk strategies. We are picking accountable talk strategies that align with "accountability to the learning community," "accountability to accurate knowledge," "accountability to rigorous thinking". A new approach will be the use of the PLC Model to provide professional space for teachers to reflect and improve based on students' performance.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
-PD before school starts (Implementation plan) - Week of August 26th	-Create a quick reference guide related to the Key Strategy, that will include the goals for the year, milestones, metrics, and a glossary of content. -Create and run brief PD to share the quick refences guide for the staff to understand the academic and accountability expectations. **-Provide teachers with access to their students' data to differentiate the instruction for them to use it in their planning.** -Offer a PD related to the strategy, where the teacher will be able to: • Define what Accountable talk means in small groups by creating a picture, statement, or example on a white chart paper. • Share and discusses what accountable talk is by Fadl and Nair. • Display an example of accountable talk in action through 3 –4 videos. **-Explain expectations from coaches for walkthroughs each quarter.**	-Fadl/Nair	-PD day before school starts whole group staff. $300.00 (Reproduction of materials) -Staff	

First Day (Implementation) **September 4, 2024**	**-Provide laminated accountable talk chart posters that need to be posted on classroom walls.** -Provide accountable talk rubric in guidebook.	Fadl/Nair	-Print shop for posters -PD center for lamination $300.00	
Sept 1 - Oct 15	-Introduce accountable talk through use of strategy **"turn and talk" and "small group discussion."** The PLC will support the common language between teachers to implement these first two strategies. There will be job embedded support and walkthroughs to use the data in the PLC Meetings. **We will use student artifacts to validate the growth.** **-Introduce CERs** through whole group discussion and then by end of quarter one be able to complete CER in small group with each member of the group having a role. -Conduct walkthroughs by end of quarter 1 to observe that each teacher conducted a lesson that included turn and talks or small group discussion and use of CER in small groups. -Check to see if Accountable Talk Posters are up in every room.	-Fadl/Nair	-PowerPoint provided on turn and talks and small group discussions -Staff -Instructional coaches	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
First Day	-95% of teachers will have accountable talk anchor charts displayed on their walls.	-We hope to see the visuals in the classroom, the use of them for student reference and the integration in the planning and instruction the strategy.	
Oct 15	-90% of the students will complete their CERs following the school's desired structure	-We hope to see student's artifacts with different DOKs.	
Sept 20	-A minimum of 50% of teachers will provide differentiated plans that will reflect the specific needs of the students based on data.	-The teacher's plans will reflect the different strategies and activities to address the needs of the students.	
Oct 31	-Conduct turn and talk Small-group discussions	- 80% of staff completed turn and talks and small group discussions through coach walkthroughs	

Academic Commitment 1 – Strategy 1   August – October

| Oct 31 | -By end of quarter 1, instructional coaches will do walkthroughs to observe that each teacher conducted a lesson that included turn and talks or small group discussion. | -We hope to see that the students use accountable talk sentence stems appropriately
- Whole group CER discussion | |

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
We will be using the data from the instructional coaches from their walkthroughs to better implement the later strategies.

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Nov 1 – Dec 15	-Give PD on how to do **fishbowl / Socratic circle** with video tutorial and student leaders. -Complete CERs independently -Conduct fishbowl strategy or Socratic circle -Complete 2nd rounds of Walkthroughs. Coaches will have teachers sign up for a day they can show a Fishbowl example from the subject/topic they are teaching.	-Fadl/Nair	-Staff PD on Socratic circle and fishbowl strategy -PowerPoint provided on fishbowl and Socratic circle -Student leaders	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Dec 31	-50% of de students will perform Independent CERS -70% of the classes are integrating the Socratic circles or Fishbowl Strategy	-2nd rounds of Walkthroughs. Coaches will have teachers sign up for a day they can show a Fishbowl example from the subject/topic they are teaching.	
Dec 31	-95% of the Teachers and Students using Costa's level of Thinking in ELA courses, evidenced in the	-40% Students performing at proficiency	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
We will be using the data from the instructional coaches from their walkthroughs to better implement the later strategies.

Key Strategy 1: Accountable Talk	School Lead: Rhodara Fadl

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

When doing our needs assessment, the SCEP team noticed that the NWEA Data (Growth Map) and NYSED Assessment results reflected that the students' performance was at one of the lowest percentiles. One root cause is related to weak critical thinking and reasoning skills. The district established this systemic key strategy to increase the critical thinking and reasoning Skills of our students through a Tier I intervention.

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Jan 1 - March 1	-Host student led discussions through CERs in small groups and independently. We will offer priority to the previous skills implemented. -Expose (students) through the peer review will grade each other based on their discussions and CERS	-Nair/Fadl	Provide rubric for accountable talk -Instructional coaches	
Jan 1 – March 1	-Conduct Walkthroughs to monitor the effectiveness of the implementation	-Root, Hernandez,	Walkthrough tool aligned to this activity Administrative Team	

PROGRESS MONITORING (JANUARY– MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 31	-50% of the classrooms will provide the (students) the opportunity to lead discussions based off CER (small/independent)	-Coaches need to see student led discussion based off questions from subject area or CER activity	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
We will be using the data from the instructional coaches from their walkthroughs to better implement the later strategies.

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
April 1 - May 30	-facilitate and introduce **jigsaw** strategy	-Nair/Fadl	Smart Boards 7 classrooms Content liaisons -Instructional coaches	
April 1 - May 30	-Implement one jigsaw strategy weekly to empower the students in the strategy	-Nair/Fadl	Instructional coach support Instructional coaches	
April 1 – May 30	-Implement walkthroughs to validate the implementation of the strategy	-Nair/Fadl	Walkthrough tool -Instructional coaches	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw**
June 1	-80% of staff completed jigsaw activity	- By end of the quarter students will be able to participate in jigsaw activity and lead discussions.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
We will be using the data from the instructional coaches from their walkthroughs to better implement the later strategies.

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

Key Strategy 2: Effective Unit and Lesson Planning	School Led: Dr. Hernandez

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
When doing our needs assessment, our school's teacher-planning feedback data showed a misalignment between assessments used and instruction. The NWEA and other assessments by subjects need to be aligned to the pacing calendar and the scope and sequences. A root cause of this situation was determined to be incomplete lesson planning by our teachers. Effective planning will close this gap related to instruction and the assessment to be used for the progress monitoring. As a STEM school we use UbD Framework and PBL strategy to design instruction based on outcomes and provide the students the opportunity to develop critical thinking and reasoning skills. Students' outcomes to be observed need to be planned with corresponding learning activities for quality and instruction that supports their achievement and academic progress.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Our school has been implementing UbD and PBL for the last three years. Something new this year is that we will have common planning time in our Master Schedule. We will expand our PLC to ensure that the implementation of the teachers' instructional plan with the artifacts of the students be an ongoing vertical and horizontal process during the year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Aug 20 – Aug 31	-Revise the Planning Tool kit to align it to the school Key Strategies and commitments -Review lesson plan template based on SCEP key strategies	Dr. Hernandez	School Principal /SCEP Plan team/State-District Instructional Team	
PD Days (before the start of school)	-Introduce the Planning Toolkit to teachers (It will include the EOY goals for the strategy, milestones, glossary and supports). **-Set PD calendar/road map by levels of mastering (job embedded-after school)**	Dr. Hernandez	Coach Root/ Content liaisons $300.00 Printing the toolkit Instructional Team	
Sept 5 – Sept 15	-Administer needs-assessment surveys to calibrate teachers' levels of performance based on evaluations. **-Create tiers of interventions.** -Review Induction Plan activities for new incoming teachers. -Review expectations and protocols (including those in the PBL model) that need to be considered for lesson planning and instructional delivery. -Provide PD on lesson planning. -Coordinate unpacking unit mock (EL model). -Clarify levels of teacher support (teacher's needs-assessment administration)	Dr. Hernandez	Coach Root/Content Liaisons Instructional Team	

| Sept 5 – Sept 15 | -Meet with Content Liaisons

-Establish day of lesson plan submission for ENL and SPED modifications required.

-Refresh staff on UbD planning framework PD

-Unpack curriculum units by content

-**Demonstrate common planning**

-Discuss data analysis to set teacher goal- setting determinations by content /grade level

-Mentor lesson plan elements (template) | Dr. Hernandez | IC Root/Content Liaison SPED and ENL team PD time: unpacking PD: Ubd Framework PD: Mastering PBL Instructional Team | |
| Weekly during September & October | -**Begin induction Academy workshops.**

-Present EL pacing and lesson implementation for 6th and 7th grade.

-Identify and target supports: Coaching cycles/After schoolteachers PD calendar/peer to peer mentoring

-Dialogue data analysis (NYS/NWEA/ DIBELS/LEXIA) to set student's goals and to develop structures for a data dashboard to identify students for appropriate interventions that will allow us to define differentiated activities in the lesson plans. | Dr. Hernandez | IC Root/ Content liaisons 4 hours PD for new teacher's class structure modeling and UbD framework 2-hour PD budget for units unpacking demo aligned with lesson plan template | |

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Daily during Sept & Oct	-60% of Teachers are planning to use the toolkit as a reference for guidance.	-Teachers aligned to their content area, asking questions reflecting in the action steps for curriculum delivered through lesson planning. -Teachers uploading lesson plans for feedback and support.	
Weekly during Sept & Oct	60% of teachers will be Unpacking the units by content area -Lessons plan submissions for feedback -All teacher participation in common planning by content areas	-Plan **with three minimum elements** for new teachers and full lesson with differentiation activities for veterans' teachers. -Lesson plans submitted as scheduled -L**essons with differentiated activities** -Some integrated planning	

| Sept 20 & Oct 20 | -Data over submission

-Walkthroughs for lesson plan implementation data

-90% of teachers will manage the planning process through the provided tool and PLC common planning. | -Increase staff weekly submissions with correspondent structure.
-Use of NWEA Math & ELA data for class and individual profile sheets for teachers to **develop differentiated instructional** activities documented in the lesson plan (veteran teachers) and three planning elements (new teachers).
-Inclusion of at least one instructional protocol and instructional practice for veterans' teachers.
-Full teacher participation in common planning
-Integrating planning | |

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Collecting and reviewing walkthroughs, feedback data, and lesson plans (submission data) will give us information to adjust the pace for re-teaching sessions, more practice time to consider additional coaching strategies that will allow better documentation of the strategies, and planning elements in the teacher's lesson plans. Overview on vacant teaching positions in school and new "late incomers" may affect the pacing for effectiveness. That will be covered with direct support for "catching up." Additional time will be considered based on skills development. Analysis of PLC pacing implementation for additional alignment of the instructional process.

Key Strategy 2: Effective Unit and Lesson Planning	School Led: Dr. Hernandez

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

When doing our needs assessment, our school's teacher-planning feedback data showed a misalignment between assessments used and instruction. The NWEA and other assessments by subjects need to be aligned to the pacing calendar and the scope and sequences. A root cause of this situation was determined to be incomplete lesson planning by our teachers. Effective planning will close this gap related to instruction and the assessment to be used for the progress monitoring. As a STEM school we use UbD Framework and PBL strategy to design instruction based on outcomes and provide the students the opportunity to develop critical thinking and reasoning skills. Students' outcomes to be observed need to be planned with corresponding learning activities for quality and instruction that supports their achievement and academic progress.

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

Our school has been implementing UbD and PBL for the last three years. Something new this year is that we will have common planning time in our Master Schedule. We will expand our PLC to ensure that the implementation of the teachers' instructional plan with the artifacts of the students be an ongoing vertical and horizontal process during the year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Nov 20 – Dec 20	**Using the PLC Model and the common planning time, we will:** -review teachers /content department improvement targets status. -continue with unit unpacking /essential standard and lesson targets. -**design a plan for the implementation of differentiated activities.** -i**mplement Common Formative assessment** administration based on instruction sequence. -continue with learning objectives and assessment activities alignment capacity building. -review teachers lesson plan submissions on assigned days for at **least two pieces of feedbac**k. -analyze common feedback to support coaching cycles and common planning. -**coordinate Learning walks.** -conduct walkthroughs for lesson plan implementation	Dr. Hernandez	Content Liaisons/ Coach Root Instructional Team	

| Dec. 15 | -Review students' activities and assessments for instruction alignment. (This will require teachers to include in their planning at least three formal instruction activities with the correspondent protocol).

-conduct walkthroughs for lesson plan implementation observations.-**Conduct** walkthroughs **for lesson plan implementation observations.**

-Monitor PBL at work | Dr. Hernandez | Administrators/Coach Root Instructional Team | |

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Oct 20	-**70% of the teachers will show objective, lesson, and assessment activity alignment in their lesson plans.** -One **differentiated activity** will be designed and included in whole-class lesson.	Teacher will be able to show mastery in their planning and include the differentiated support to address the student's needs.	
Nov 20	-75% Increase in teachers' lesson plan submissions with the correspondent elements. -70% of the teachers will show at least one instructional practices /instructional protocol based on the selected key strategies (annotation, AT, turn and talk) and formative assessment activity. -90% of the teachers posting lesson targets and protocol implementation as part of teaching process	-Increase of lesson plan submissions in a timely manner. -formative assessment activity implementation for check for understanding and students' daily achievement. -Implementation of PBL ongoing process	
Dec 20	-Accountable talk strategy demonstrated in designed instructional activities. -Data analysis /Goal setting review Content pacing checks **Common Formative Assessment Implementation**	-Increase in established targets/goal Pacing. Teachers are implementing the CFA and using the data to drive instructional decisions.	

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

Academic Commitment 1 – Strategy 2   November - December

Collecting and reviewing walkthroughs, feedback data, and lesson plans (submission data) will give us information to adjust the pace for re-teaching sessions, more practice time to consider additional coaching strategies that will allow better documentation of the strategies, and planning elements in the teacher's lesson plans.

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Dr. Hernandez

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When doing our needs assessment, our school's teacher-planning feedback data showed a misalignment between assessments used and instruction. The NWEA and other assessments by subjects need to be aligned to the pacing calendar and the scope and sequences. A root cause of this situation was determined to be incomplete lesson planning by our teachers. Effective planning will close this gap related to instruction and the assessment to be used for the progress monitoring. As a STEM school we use UbD Framework and PBL strategy to design instruction based on outcomes and provide the students the opportunity to develop critical thinking and reasoning skills. Students' outcomes to be observed need to be planned with corresponding learning activities for quality and instruction that supports their achievement and academic progress.

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Our school has been implementing UbD and PBL for the last three years. Something new this year is that we will have common planning time in our Master Schedule. We will expand our PLC to ensure that the implementation of the teachers' instructional plan with the artifacts of the students be an ongoing vertical and horizontal process during the year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
Jan 15	-Determine lesson plan completion using the UbD framework. -Implement protocols /instructional time management -Analyze walkthrough data -Review teachers' lesson plan submissions on assigned days for at least two pieces of feedback. -provide common feedback to support coaching cycles and common planning. -Make sure Integrated planning in place -Calibrate teacher planning	Dr. Hernandez	Administrators/Coach Root Instructional Team	
Feb 15	-Review students' activities and assessments for instruction alignment. It will require at least three formal instruction activities in their planning with the correspondent protocol.	Dr. Hernandez	Teachers, /Coach Root Instructional Team	
March 30	-Fully implement accountable talk strategy (through lesson plans for instruction delivery, and AVID-WICOR strategies)	Dr. Hernández		
March 30	-Assess formatively based on instruction/ -conduct mock assessments	Dr. Hernandez	Teachers/ IC Root/ Content Liaisons	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Feb 15	-95% of the teacher submit lesson plan in timely manner -90% of the teachers posting lesson targets and protocol implementation as part of teaching process	-Teachers' active participation in common planning -Coaching Cycles implemented completed -Students are consistently following the classroom procedures and routines. -Integrated Planning -Students' growth in CFA data	
Mar 30	-95% of Protocols and key strategies implementation -Content pacing checks	-Classrooms have established procedures and routines in place -Effective questioning in classroom -Beginning of PBL by academic content showcase -Academic content pacing in place	
Feb 1 – Mar 15	-Classroom walkthroughs for assists -100% of Coaching Cycles completed -80% of teachers implementing PBL at works	-To observe students accountable for knowledge, rigorous thinking and to the learning community -Teachers' growth in quality instruction delivery -Student preparation for knowledge transfer through PBL process	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
Consider data on teachers who have leveled up their performance based on the Danielson formal evaluation. Additional reflection will take place considering overall data as the result of key strategies implementation. Expectation by this time - it's up to seeing the full and intentional implementation of lesson planning for quality instruction/guidance in the classroom.

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Key Strategy 2: Effective Unit and Lesson Planning	School Led: Dr. Hernandez

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
April 15	-Collect data about students' goal setting in correlation with teachers' goal setting -Conduct mock assessments -Review content -Determine lesson plan submission -Determine the PBL process in place	Dr. Hernández	Data team/Content Liaisons	
April 15 – May 30	-Administer testing	Dr. Hernández	Assessment team/ Kelly Rich data Liaison/ITC office	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
May 1	-100% lesson plans submission. -80% of teachers and students engaged in PBL process	-Integrated PBL showcase -Teachers submit lesson plans in a timely manner. -Improvement in Implementation of provided feedback	

June 7	-Initiatives implementation reflection in contrast with students' academic progress	Reflection back for next steps feed Students meeting academic goals	

<table>
<tr><td style="background-color:orange">Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</td></tr>
<tr><td>Summary of walkthroughs, feedback data, and lesson plans (submission data) will give us information to adjust the pace for re-teaching sessions, more practice time to consider additional coaching strategies for the next academic year.</td></tr>
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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 1: Effective PLC Implementation	School Lead: Megan Root

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

Based on a district-wide needs 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.

Something **new** for this year is that the Master Schedule will allow teachers to have common planning time. We will **refine** our current plan and will primarily work on ELA and Math students to maximize their Tiered support during AIS. ELA and Math teachers and AIS instructors will have common planning time and will work one intervention cycle per marking period with embedded PD related to data, assessment, and pedagogy. We will **expand** including Science and Social Studies content areas in with ELA and Math co-planning to produce a collaborated PBL project.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Aug 28 – Sept 30	-(leaders) create a guideline for implementation. -Create vertical content teams for ELA and math. -Provide PD on PLC (review for some, new to others), establish Team Norms, Team SMART goals for the year, identify 4 pillars, 3 Big Ideas, 4 Critical Questions. -Provide PD on identifying Essential Standards and Formative Assessments.	Megan Root/Elliott Bruton	PLC PD job embedded, and 2 hours paid PD. Essential Standards PD 1 hour PD. All math, ELA, AIS teachers, Root, Hernandez	
Oct 1 – Oct 11	-Provide PD on Unit Unpacking. -Map out grade level/content curricula and identify formative assessment opportunities. -Set content area collective goals for the year, ID essential standards in Unit 1.	Megan Root/Elliott Bruton	Unit Unpacking PD. Impact Coaches, all math, ELA, AIS, Root, Hernandez. 1.5-2 hours after school time.	
Oct 15 – Oct 25	-Provide PD on creating test questions. Create first CFA or FA – write short-term plan, create assessment (exit ticket with 4 questions). Create or identify a 2-point rubric for CFA. -(teachers) write SMART goal for 1st FA using PLC spreadsheet. Maintain focus on the 4 Critical Questions. -Train teams in Data Protocols. -Communicate key standards/skills to other departments.	Megan Root/Elliott Bruton	Hernandez – writing test questions PD. All math/ELA and AIS teachers. 2-hour pd.	

| Oct 25 – Nov 18 | -Complete Formative Assessment; record results on PLC spreadsheet. Calibrate scoring with team.
-Complete data-dive and reteaching/tiered support plan. Implement reteaching and tiered support plan, including stretching for Tier 1. Reassess and record results on PLC spreadsheet. | Megan Root/Elliott Bruton | Kelly Rich for Data Cycle, Root, Hernandez | |

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Sept 30	-A minimum of 50% of the Teachers will be able to implement the PLC structure, goals, and expectations.	-Teachers using the PLC time following the structure to improve their teaching and learning.	
Sept 30	-Essential Standard/s for Unit 1 identified by math and ELA teachers.	-80% of math and ELA are using the essential standards to create learning targets.	
Sept 30	-Yearlong SMART goals created by all ELA and math teachers.	-80% of math and ELA teachers are referring to their SMART goals to create and implement FAs	
Oct 31	-Formative Assessment Cycles are planned by math and ELA departments.	-80% of math/ELA teachers will complete at least 1 FA cycle this marking period.	

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

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Key Strategy 1: Effective PLC Implementation	School Lead: Megan Root

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

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Something new for this year is that the Master Schedule will allow teachers to have common planning time. We will refine our current plan and will primarily work on ELA and Math students to maximize their Tiered support during AIS. ELA and Math teachers and AIS instructors will have common planning time and will work one intervention cycle per marking period with embedded PD related to data, assessment, and pedagogy. We will expand including Science and Social Studies content areas in with ELA and Math co-planning to produce a collaborated PBL project.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Nov 12 - 15	-Reflect on formative assessment cycle. Review Big Ideas, Team Norms, set SMART Goal for next cycle (may need to wait until Essential Standard is determined). Determine the next steps for PD to support the next cycle.	Megan Root/Elliott Bruton,	Impact Coaches, ICs for PD. ELA and math teachers	
Nov 18 - 29	-Unpack the next unit. Identify Essential Standard/s. **Write SMART goals to align with new essential standard** and formative assessment and record on PLC Spreadsheet.	Megan Root/Elliott Bruton,	Root, Hernandez, math and ELA teachers ELA and math teachers	
Dec 2 - 15	-Write FA for next cycle. This time, FA should be more complex. For example, instead of an Exit Ticket, it is a short quiz with increased DOK. Create or choose rubrics - rubric should be scaffolded for increased complexity; e.g. going to a 4-point rubric or adding another element from the standard.	Megan Root/Elliott Bruton	Content Liaisons, possible 1 hour after school.	
Dec 16 - 20	-Administer FA and score. Calibrate scores with content team and record data on PLC Spreadsheet.	Megan Root/Elliott Bruton	Megan Root, math, ELA, AIS teachers	
Jan 2 - 10	-(Teachers) participate in data meetings, leading to the creation of intervention/extension plan. -implement Intervention/extension plan and reassess. Record data on PLC Spreadsheet.	Megan Root/Elliott Bruton	Math, ELA, AIS teachers	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov 30	All math/ELA teachers will have a SMART goal for their 2nd FA cycle.	-Learning targets for FAs are aligned to SMART goals in at least 50% of math/ELA lesson plans.	

Jan 10	All math and ELA teachers will participate in a Formative Assessment data cycle.	-ELA and math teachers will revise SMART goals based on data, on an individual and class basis.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
Additional time may be needed to work on leveling up rubrics based on the elements of the essential standard for FA #2.

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Key Strategy 1: Effective PLC Implementation	**School Lead:** Megan Root

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps (Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment (PD, People, Time, Budget, etc.)**	**P**
Jan 13 - 24	-Complete data cycles for FA cycle #2. -Determine PD needs and administer as needed. Possible needs: DDI, Creating Tier 1, 2, and 3 stretch and interventions.	Megan Root/Elliott Bruton	PD for DDI, tiering interventions as needed. 1-2 hours paid PD; ICs, teachers.	
Jan 27 – Feb 7	-Unpack next unit and determine essential standard. -(teachers) write SMART goals in PLC Spreadsheet for next FA, using data from previous FA's to set a goal.	Megan Root/Elliott Bruton	Math/ELA teachers, ICs. 2 hours paid PD.	
Feb 10 - 28	- (ELA/Math teachers) meet with Science and SS to plan possible cross-curricular or multicurricular PBL. PBL must include at least one of the two essential standards identified for FA #3.	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
Feb 10 - 28 (break week)	-Create FA and rubrics aligned to support creation of PBL. Focus on leveling up skills – what should students be able to do in each standard now as opposed to 5 months ago? -adjust rubrics as needed (i.e. 6-point rubric aligned with NYS)	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
March 3 - 14	-Complete Formative Assessment #3; calibrate scoring. -Record data in PLC Spreadsheet. -Complete data dive and reteaching/tiered support plan. -implement reteaching and tiered support plan. Record data in PLC spreadsheet.	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
March 17-21	-Survey using PLC Needs Assessment Survey and do (if necessary) a recalibration of Team SMART Goal.	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs, 2 hrs. paid PD	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Feb 28	-Rubrics show increased rigor.	-Math and ELA rubrics closely model state assessment rubrics; 8th grade rubrics may model high school descriptors.	
March 7	-SMART goals set based on previous FA data.	-All math/ELA teachers have written a SMART goal for FA #3 that mirrors results from FAs1 and 2.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
March will be used to evaluate FA goal setting, to adjust plan for 100% completion of FA and to plan PBL across all 4 content areas.

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Key Strategy 1: Effective PLC Implementation	School Lead: Megan Root

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

Based on a district-wide needs assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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Something new for this year is that the Master Schedule will allow teachers to have common planning time. We will refine our current plan and will primarily work on ELA and Math students to maximize their Tiered support during AIS. ELA and Math teachers and AIS instructors will have common planning time and will work one intervention cycle per marking period with embedded PD related to data, assessment, and pedagogy. We will expand including Science and Social Studies content areas in with ELA and Math co-planning to produce a collaborated PBL project.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
April 2025 *There is a week break in here	-Implement cross-curricular PBLs. IC progress monitors FAs and data cycles. -Unpack the next unit and determine essential standard with all 4 core content areas. (Allow for collaboration between 4 Core classes for Teachers to write SMART goals	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
April 1-11	-Continue PBL work - cross-curricular teams determine 1-2 essential skills students need to increase their learning (public speaking? Collaboration? Peer editing?).	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
April 14-18	-Create FA on essential skill/s. Determine a rubric. Write a SMART goal and record in PLC Spreadsheet.	Megan Root/Elliott Bruton	Kelly Rich, Math, Science, Social Studies and ELA teachers, AIS, ICs	
April 21 - 29	-Deliver FA #4. Score, record in PLC Spreadsheet. Create reteach/stretch plan and implement. Reassess and record in PLC Spreadsheet.	Megan Root/Elliott Bruton	Math, Science, Social Studies and ELA teachers, AIS, ICs	
May 1 - 9	-Collect all data from FAs and evaluate.	Megan Root/Elliott Bruton	ICs	
May 12 - 16	-Conduct Final Data Meetings with ELA and math teachers. (Look fors: alignment with SMART Goals, areas for improvement, what was missing, what did we do well).	Megan Root/Elliott Bruton	Math, ELA teachers, Kelly Rich, ICs	
May 19-23	-Evaluate PLC	Megan Root/Elliott Bruton	Math, ELA, Science, SS, ICs	
May 27 – June 30	-Work on SCEP plan.	SCEP Team	SCEP Team, SCEP funds, weekly meetings	

Academic Commitment 2 – Strategy 1　　　　　　　　　　　　　　　　　　　　　　**April - June**

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Apr 25	-Cross Curricular PLC	-Each Math and ELA teacher has partnered with either a science or social studies teacher on a PBL and has conducted at least 1 FA.	
May 30	-Final Data meetings	-50% of math and ELA teachers have seen growth in their students' FA data because of the tiered interventions.	
Jun 1	-Self-reflection	-All ELA and math teachers will complete a self-reflection on the PLC process based on their year-long data.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
We will spend time in June reflecting on this year's process and planning to onboard science and social studies for next year.

Academic Commitment 2 – Strategy 1   **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 2: AVID Reading Annotation and Costa's Level of Thinking	**School Lead:** Danielle Fiordalice

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

When the SCEP team performed its needs assessment, data from NWEA and NYSED Assessment reflected low performance in the reading comprehension standards. A critical root cause (evident to us when analyzing teacher planning data) is that the school is not using a systemic strategy to support the students to increase their level of reading comprehension using a common strategy across subjects and grade levels. Every teacher is using different strategies, and the outcomes continue reflecting gaps in the students' academic growth in this standard. To increase critical thinking and reasoning skills we don't have a strategy to allow the student to deep dive into the content applying different Depth of Knowledge skills.

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

Syracuse STEM @ Blodgett had integrated the WICOR strategies for four years. Something **new** for this year is that we will emphasize two strategies instead of all the skills that WICOR represents. For this year, annotation and Costa Level Questions will allow the school to offer the students resources that will be more aligned to our commitment. We will **expand** integrating the PLC Model to calibrate through the year the effectiveness of the strategy's implementation. Our SCEP Team includes in this process our District Instructional Coach.

IMPLEMENTATION PLAN (August - October)				
Timeline	**Essential Action Steps (Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment (PD, People, Time, Budget, etc.)**	**P**
Aug 28 - 30	-Create Reference Guide to lead the strategy (include the goals, milestones, glossary, among other elements) -Introduce AVID WICOR PD to staff. -Differentiate new teachers and returning teachers according to survey. Staff will identify SY goals and AVID Road map for the year (Goals will be measured by quarterly actions to calibrate the progress. Information will include the Why and How of AVID at Syracuse STEM).	-Fiordalice / Ms. Love	-People: All Staff PD Time: 1 hour IC, Administrator	
Sept 9 - 13	-Provide PD on WICOR reading strategies (the why and how of reading strategies across contents and grade levels).	-Ms. Fiordalice /Ms. Love	-People: All Unit 1 St 2:10 – 2:40pm (1 day/wk.) IC, CLs Administrator AVID Coordinator, CLs	

	-Provide an introductory session on annotation (the Why and How within teacher's specific content areas).			
Sept 23 - 27	-Provide PD on Costa's Level of Thinking – All Staff	Ms. Fiordalice /Ms. Love	-People: All Staff PD Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	
Sept 23 - 27	-Roll out presentations to students in ELA courses. -Pre- assess for students (survey)	-Ms. Fiordalice,	-People: All Staff PD Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	
Oct 7 - 11	-Provide PD on annotation legend -(teachers) commit to creating Reading – Annotation Legends for 6 weeks (about 1 and a half months) PLC. Focus will be on the development of annotation legends across contents, uniform legends with intentionality.	Ms. Fiordalice /Ms. Love	-People: Unit 1 Staff 2:10 – 2:40pm biweekly for 6 weeks. IC, CLs Administrator AVID Coordinator, CLs	
Oct 21 - 25	-Provide PD on Level 1 implementation	Ms. Fiordalice /Ms. Love,	People: All Staff PD Times: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	

PROGRESS MONITORING (August-October)				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
Sept 16 - 20	-AVID SY 24-25 Key Strategies Goals are introduced to students. Pre and Post CFA given to students to gauge their knowledge and assess how to teach them AVID Reading Annotation	-Teachers can create effective lesson plans based on what students Need to Know, what they Know, and Want to Know about AVID Strategies.		
Oct 1 - 4	-Walkthrough data collection from teachers - students PLT SMART Goal	-50% of staff will demonstrate their understanding of AVID strategies. This will be evident in walkthrough data/reports.		
Oct 28 - 31	-Teachers and Students using Costa's level of Thinking in ELA courses.	-20% Students preforming at proficiency		

Notes/Reflections/Potential Adjustments to Inform (Nov-Dec) Planning

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

All staff will have been trained in Costa's Level of Thinking and Annotation Strategy (Reading). All students have been exposed to Costa's Level 1 and Annotation Strategies in their classrooms.

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Key Strategy 2: AVID Reading Annotation and Costa's Level of Thinking	School Lead: Danielle Fiordalice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
When the SCEP team performed its needs assessment, data from NWEA and NYSED Assessment reflected low performance in the reading comprehension standards. A critical root cause (evident to us when analyzing teacher planning data) is that the school is not using a systemic strategy to support the students to increase their level of reading comprehension using a common strategy across subjects and grade levels. Every teacher is using different strategies, and the outcomes continue reflecting gaps

in the students' academic growth in this standard. To increase critical thinking and reasoning skills we don't have a strategy to allow the student to deep dive into the content applying different Depth of Knowledge skills.

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

Syracuse STEM @ Blodgett had integrated the WICOR strategies for four years. Something **new** for this year is that we will emphasize two strategies instead of all the skills that WICOR represents. For this year, annotation and Costa Level Questions will allow the school to offer the students resources that will be more aligned to our commitment. We will **expand** integrating the PLC Model to calibrate through the year the effectiveness of the strategy's implementation. Our SCEP Team includes in this process our District Instructional Coach.

IMPLEMENTATION PLAN (November-December)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov 4 - 8	-Provide PD about annotation within Content Areas. The teachers commit to analyze the process.	Ms. Fiordalice /Ms. Love	-People: Unit 1 Staff 2:10 – 2:40pm biweekly for 6 weeks. CLs, ICs, Content PLT, Grade Level PLCs, Administrator	
Dec 8 - 22	-(Teachers) work as PLTs to implement legends across grade levels with uniformity for 6 weeks.	Ms. Fiordalice /Ms. Love	-People: Unit 1 Staff Time: 2:10-2:40 biweekly Grade Level PLCs, Content PLT	
Nov 1 – Dec 20	-Conduct Walkthroughs to validate the implementation and offer support	Ms. Fiordalice /Ms. Love	-People: Instructional Coaches and Assistant Principals AVID Coordinator, Grade Level PLCs, Content PLT	

PROGRESS MONITORING (November-December)				
Date	Progress Indicators	What do we hope to see?	What we actually saw:	P
Nov 11 - 15	75% of the students are mastering the annotation strategy to increase their reading comprehension.	Students' artifacts that reflect that the annotations are allowing the students to meet the commitment.		
Nov 18 - 22	-Common assessments through PLC, pre and post of school wide annotation legend uniformity	-40% of students will master Annotation strategies through school wide legend implementation		
Nov 18 - 22	-PD on Level 2 Implementation	-metrics is 40% student proficiency -PLC Mid assessment for students in ELA/ survey		

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

Dec. 16 - 20	-Teachers and students using Costa's level of Thinking in ELA courses.	-40% students preforming at proficiency		

Notes/Reflections/Potential Adjustments to Inform (January-March) Planning
Look at Data to see if 40% of the students mastered the Annotation strategies. Look to see if teachers need more assistance in implementing strategy. Reteaching Cycle, if necessary.

Academic Commitment 2 – Strategy 2   **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 2: AVID Reading Annotation and Costa's Level of Thinking	School Lead: Danielle Fiordalice

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

When the SCEP team performed its needs assessment, data from NWEA and NYSED Assessment reflected low performance in the reading comprehension standards. A critical root cause (evident to us when analyzing teacher planning data) is that the school is not using a systemic strategy to support the students to increase their level of reading comprehension using a common strategy across subjects and grade levels. Every teacher is using different strategies, and the outcomes continue reflecting gaps in the students' academic growth in this standard. To increase critical thinking and reasoning skills we don't have a strategy to allow the student to deep dive into the content applying different Depth of Knowledge skills.

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IMPLEMENTATION PLAN (January-March)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 6 - 10	-Provide PD on Reading Annotation PBL (Project Based Learning). Teachers commit to implementing Annotation Strategies for 6 weeks.	- Ms. Fiordalice /Ms. Love	People: Unit 1 Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	
Jan 6 - 10	-Provide PD on Level 3 Implementation	- Ms. Fiordalice /Ms. Love	People: Unit 1 Staff PD Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	
Jan 20 - 24	-(Teachers) work with their content area PLT and CLs to analyze data and produce lateral alignment across grade levels. (These actions should be in a cycle system: Teach, Implement, Produce, Assess. A 15-day reteaching cycle is needed. These actions should be done as a PBL with in-content areas across grade levels).	Ms. Fiordalice /Ms. Love	People: Unit 1 Staff PD Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs	

Academic Commitment 2 – Strategy 2   April - June

Feb 10 - 14	-Calibrate data through common assessments by content, End of Quarter data collection, and teacher and student surveys. -Ensure that the goals are met for the quarter through a quantitative data assessment.	- Ms. Fiordalice /Ms. Love	People: Unit 1 Staff PD Time: 2:10 – 2:40pm biweekly for 6 weeks. IC, CLs Administrator AVID Coordinator, CLs
March 3 - 7	-Work with PLCs to sustain at Costa's Level 3	- Ms. Fiordalice /Ms. Love	People: Unit 1 Staff PD Time: 2:10-2:40 biweekly IC, CLs Administrator AVID Coordinator, CLs

PROGRESS MONITORING (January-March)				
Date	Progress Indicators	What do we hope to see?	What we actually saw:	P
January 20	-Common Assessments through PLC on Annotation	-60% of students mastered Annotation strategies through school wide legend implementation		
February 15	-Pre- and- Post Assessment of annotation strategies and	-Metrics is 60% student proficiency PLC Mid assessment for students in ELA/ survey		
March 30	-Teachers and Students using Costa's level of Thinking in ELA courses.	-60% Students preforming at proficiency		

Notes/Reflections/Potential Adjustments to Inform (April-June) Planning
Reflection PLT including notes from SY 24-25, and adjustments are included using survey data and CFA data.

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: AVID Reading Annotation and Costa's Level of Thinking	School Lead: Danielle Fiordalice

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
When the SCEP team performed its needs assessment, data from NWEA and NYSED Assessment reflected low performance in the reading comprehension standards. A critical root cause (evident to us when analyzing teacher planning data) is that the school is not using a systemic strategy to support the students to increase their level of reading comprehension using a

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

common strategy across subjects and grade levels. Every teacher is using different strategies, and the outcomes continue reflecting gaps in the students' academic growth in this standard. To increase critical thinking and reasoning skills we don't have a strategy to allow the student to deep dive into the content applying different Depth of Knowledge skills.

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Syracuse STEM @ Blodgett had integrated the WICOR strategies for four years. Something **new** for this year is that we will emphasize two strategies instead of all the skills that WICOR represents. For this year, annotation and Costa Level Questions will allow the school to offer the students resources that will be more aligned to our commitment. We will **expand** integrating the PLC Model to calibrate through the year the effectiveness of the strategy's implementation. Our SCEP Team includes in this process our District Instructional Coach.

IMPLEMENTATION PLAN (April-June)				
Timeline	**Essential Action Steps (Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment (PD, People, Time, Budget, etc.)**	**P**
April 15	-Provide PD on Reading Annotation NYS Testing Strategies (teachers commit to implementing universal school wide Reading Annotation Test Taking strategies within their content areas).	Ms. Fiordalice /Ms. Love	People: Unit 1 Staff 2:10 – 2:40pm biweekly for 6 weeks. IC, CLs Administrator AVID Coordinator, CLs	
May 20	-(teachers) work with their content area PLT and CLs to analyze implementation data through Common Formative Assessments. -Identify two areas of best practice from the SY Action Plan and two areas of needed improvement. -Refine and adjust AVID Reading Annotation Action Plan to address these areas including using survey data and CFA data from each quarter.	- Ms. Fiordalice /Ms. Love	People: Key Stakeholders 2 Hour Meeting IC, CLs Administrator, AVID Coordinator, CLs	

PROGRESS MONITORING (April-June)				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	**P**
April 20	-Common Assessments through PBL Pre- and- Post Assessments	-80% of students will master Annotation strategies through PBL		
May 1	-Common Assessments through PLC	-100% of students will master AVID Reading Annotation through NYS test strategies		

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

	Pre- and- Post Assessments of Reading Annotation strategies and test taking skills			
June 1	-Teachers and Students using Costa's level of Thinking in ELA courses.	-80% Students preforming at proficiency		

Notes/Reflections/Potential Adjustments to Inform (Next Year 2025-2026) Planning
Analyze SY 24-25 Implementation data, reflect on best practices, areas of needs growth to plan for SY 25-26.

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

Key Strategy 1: Implementing an Effective Attendance Team	**School Lead:** Ronald Cortina

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

Our needs assessment (specifically looking closely at school attendance data) showed that we are the Middle School with the highest chronic absenteeism rate in the district. When we evaluated the elementary feeder-school data we identified a root cause. We found that there is a trend of absenteeism among our students since they are in elementary school. Our NWEA data shows that the students with the highest absenteeism rate have the lowest performance level in the results. We are selecting this strategy to ensure that our students are in the school and receive all the support that they need to meet our plan's goals and expectations.

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 implement our attendance team with some modifications. Something **new** will be the Rapid Response Team. This will allow the school to have more intentional contact with families when the students are absent from school for two consecutive days. We will **expand** the Attendance Team to have a more accountability process through the CREW process. The Systems and Protocols will be **refined** to avoid overlap and be more effective.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
August 26-30	-Offer orientation to staff about their responsibilities and the guidelines	Ronald Cortina / Kesler	Members of the Attendance Team, school administration	
August 26-30	-**Create a quick refence guide that includes the attendance protocols, systems, structures, expectations for outreach, among others.**	Ronald Cortina / Kesler	Members of the Attendance Team District Attendance	
August 26-30	-Develop a *Rapid Response Team*.	Ronald Cortina / Kesler	Time; OSC District Attendance Liaison	
August 26-30	-Develop or expand *Data Profile (Attendance) Cards* for student accountability and reflection.	Ronald Cortina Chelsea Kesler	Time; People; Materials District Attendance Liaison	
August 26-30	-Share *Attendance System* and specific structures with staff.	Ronald Cortina	Time; PD District Attendance Liaison	
Sept 18th	-Create a yearly plan that outlines all activities/incentives related to attendance.	Ronald Cortina Chelsea	Time; People District Attendance Liaison	
Sept. 25	-Develop or expand *Data Profile (Attendance) Cards* for student accountability and reflection.	Ronald Cortina Chelsea Kesler	Time; People; Budget District Attendance Liaison MTSS Comm.	

Sept 30	-Provide PD to reinforce positive phone calls home and use the Attendance Accountability Tracker.	Ronald Cortina Chelsea Kesler	Time; People; PD; Budget District Attendance Liaison	
Sept.30	-Send home flyers/share information with families promoting calling the school when students are absent.	Ronald Cortina Chelsea Kesler	Time District Attendance Liaison	
October 10	-Provide the Treat Trolly for September Attendance.	Ronald Cortina Chelsea Kesler	Time; Budget District Attendance Liaison MTSS Comm.	
October 29	-Hold monthly incentive for positive attendance.	Ronald Cortina Chelsea Kesler	Time; People; Budget District Attendance Liaison MTSS Comm.	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept 18	90% of the staff master the Attendance System and Protocols	Staff are following the systems and protocols to improve attendance.	
Aug 31	-Attendance Accountability Tracker	-100% of CREW leaders accounted for.	
Sept 20	-Student Data Profile Cards	-100% of CREWS have cards and are using them to drive their actions.	
Sept 30	-Staff implement the Tiers of interventions based on the	-100% of teachers are following the guideline.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Pre-planned communication is needed for students who miss days due to immunization. Incentivize attendance for the "short" first week of school.

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

Key Strategy 1: Implementing an Effective Attendance Team	School Lead: Ronald Cortina

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Last week of MP1 Nov 6	-Analyze Data to align and expand on MTSS incentives to highlight/support attendance. -Target students with poor attendance to apply and create improvement plan	Ronald Cortina Chelsea Kesler	Time; People District Dashboard District Attendance Liaison CREW Teacher	
Nov 8	-Develop and implement targeted interventions, including *Attendance Vans*.	Ronald Cortina/ Chelsea Kesler	Time; People / District Attendance Coordinator District Attendance Liaison MTSS Comm.	
Nov 20	-Survey teachers, students, and parents to assess effectiveness.	Ronald Cortina/ Chelsea Kesler	Time; People District Attendance Liaison CREW Teacher	
Nov 27	-Hold end-of-quarter *Attendance Breakfast* for students with 90% or higher attendance for Quarter 1.	Ronald Cortina/ Chelsea Kesler	Time; People; Budget District Attendance Liaison MTSS Comm.	
Dec 5	-Distribute Treat Trolly for October Attendance	Ronald Cortina Chelsea Kesler	Time; People District Attendance Liaison MTSS Comm.	
Dec 18	-Make *3 positive messages* (per Home Room or CREW) home for assigned students. Input in Outreach.	Ronald Cortina Chelsea Kesler	Time District Attendance Liaison	

Dec 19	-Reach out to families of students with *less than 85% attendance*. Input in Outreach.	Ronald Cortina Chelsea Kesler	Time District Attendance Liaison	
Dec 20	-Hold Monthly Attendance Incentive. Specifically tiered through MTSS.	Ronald Cortina Chelsea Kesler MTSS Comm.	Time; People; Budget District Attendance Liaison	
Dec 20	-Hold Attendance Incentive for students with *100% attendance* for "2024" (September to December).	Ronald Cortina Chelsea Kesler	Time; People; Budget District Attendance Liaison MTSS Comm.	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 15	Attendance Data for Quarter	90% or higher attendance	
Dec 13	Attendance Data for Sep-Dec	90% or higher attendance	

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
Jan 23	-Organize *Parent-Student* attendance incentive challenge.	Ronald Cortina Chelsea Kesler	Time; People District Attendance Liaison MTSS Comm.	
Feb 12	-Organize the CREW attendance incentive challenge.	Ronald Cortina Chelsea Kesler	Time; People District Attendance Liaison MTSS Comm.	
Jan 29	-Implement or adjust targeted interventions for students with less than 85% attendance.	Ronald Cortina Chelsea Kesler	Time; People District Attendance Liaison MTSS Comm.	
Jan 30	-Implement or adjust targeted interventions for students with 90% or higher attendance for Quarter 2.	Ronald Cortina Chelsea Kesler	Time; People	
Feb 7	-Provide the Treat trolly for January Attendance	Ronald Cortina Chelsea Kesler	Time; People; Budget MTSS Comm.	
Feb 14	-Make 3 positives messages per CREW for assigned students. (Outreach)	Ronald Cortina Chelsea Kesler	Time; People MTSS Comm.	
Feb 26	-Reach out to families of students with less than 85% attendance (Outreach)	Ronald Cortina Chelsea Kesler	Time; People MTSS Comm.	

| Jan 30 | -Implement the monthly Attendance Incentive (Specifically tiered through MTSS) | Ronald Cortina Chelsea Kesler | Time; People; Budget MTSS Comm. | |

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Feb 10	-Attendance Data for Quarter	-90% or higher attendance	
Feb 10 & Jan 10	-Trackers updated	-100% of the attendance trackers are updated	

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: Implementing an Effective Attendance Team	School Lead: Ronald Cortina

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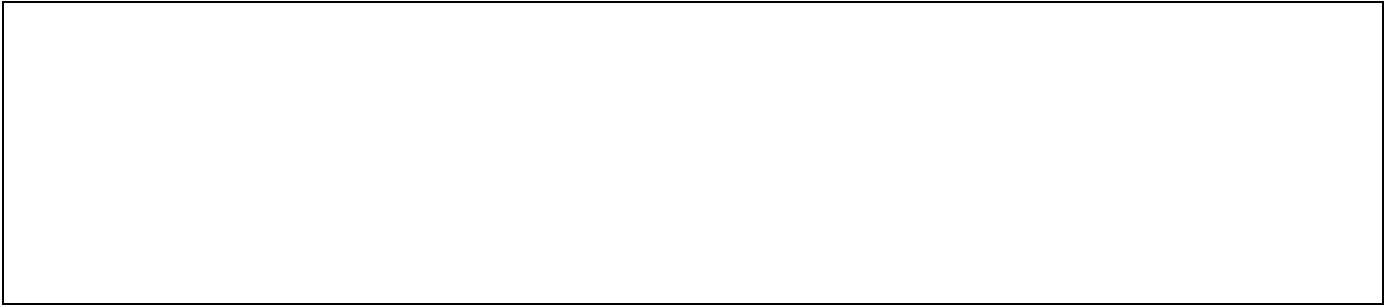
IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April 15	-Coordinate with the SCSD Media Team to highlight successes, promote our systems, and increase exposure.	Ronald Cortina	Time; District Attendance Liaison	
June 10	-Administer Survey. Reflect on trends, concerns, and overall effectiveness of *bi-weekly attendance meetings*.	Ronald Cortina Chelsea Kesler	Time; People District Attendance Liaison	
June 24	-Celebrate the school attendance improvement recognizing the students that improve in our card system	Ronald Cortina Chelsea Kesler	District Attendance Liaison	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 23	-Attendance Data Final Report	-We hope to see that the systems were implemented with fidelity, and we reach the school goals for attendance.	

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: Staff to Student Check- in	**School Lead:** Paul Crisafulli

Using the school's needs assessment and considering root causes, why is the school selecting this strategy? Using student survey data (and responses made during their interviews) during our needs assessment showed that building staff need to improve communication with students. A root cause became clear to us when we saw that students responded that they don't often feel the trust to openly communicate their needs, and the staff doesn't always understand them. Staff and student relationship is the highest need based on the survey data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Our school will be in the second year implementing CREW. Something **new** for this year is that the SEL Curriculum will be exclusively implemented in the CREW and we will remove other activities that could affect the quality time between the students and staff. We will **refine** the strategy by having one period of CREW in the morning and eliminating the one in the afternoon.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Aug 28	-Create a quick reference guide to share the school goals, expectations, and milestones for the year. -Participate in a staff-to-staff community building event that will promote the CREW model by placing staff in their Teacher Crews	Crisafulli/ Rosaschi	SCSD Planning a Staff PD (off school grounds)	
Aug 31	-Create the list of CREWs assigned to the staff	Crisafulli/ Rosaschi/Walker	Materials for the CREW Activities $500.00 per CREW	
Oct 31	-P**rovide Crew teachers with the daily PowerPoint to be projected on their screen and presented to classes.** -**Expand the accountability of Crew in year 2.** Materials will be refined from Year 1 to account for Key Word/Phrase of the week.	Walker	Administration	
Sept 15	-Create the Staff Crew. The school will create three CREW led by the Leadership Team to model the expectations and follow up the progress of the strategy through the year.	Crisafulli/ Rosaschi	Administration	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Aug 31	-Participation by Staff in the PD	-85% of 2024-25 staff will participate in this PD	
Sept 30	-STAFF CREW Created and First meeting done	-95% of the staff will participate in the staff Crew.	
Sept 30	90% of the staff will be using the PPT.	Teachers are projecting the SEL materials to support the CREW implementation.	

| Oct 20 | -Participation by Crew Leaders | -90% participation (35/39) | |
| Oct 30 | 100% of the staff is participating and following the staff Crew team. | Staff are meeting with their CREW and meeting the expectations for each meeting. | |

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Consistent observations of Crews

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

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Our school will be in the second year implementing CREW. Something **new** for this year is that the SEL Curriculum will be exclusively implemented in the CREW and we will remove other activities that could affect the quality time between the students and staff. We will **refine** the strategy by having one period of CREW in the morning and eliminating the one in the afternoon.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Thanksgiving week	-Provide the Key Phrase/Word of the week on demand. -(Crew) will increase rigor through active participation by staff and students to respond with Key Word/Phrase. This step expands on August-October by asking all participants to share what they have learned. 90% of Crew classrooms will be able to provide the correct response. (35 out of 39 Crew classrooms)	Crisafulli/ Rosaschi	Staff, student and administration	
Nov.1 & Nov 2	-Follow up the walkthrough to ensure the implementation of the CREW Structure	Dr, Valentin	Administration	
Dec 1	-Meet with CREW staff to validate the glows and growth of the first semester and reorganize the plan for the second semester.	Crisafulli / Rosaschi	Administration	
Dec 10	-Participate in a Holiday Giving Event by Teacher CREW teams	Crisafulli / Rosaschi	$1,500 For the Holiday Giving Event Activity	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov. 1	-Student staff answer with Key Word/Phrase	-90% of staff/students answer the Key Word/Phrase	
Dec 1	-Staff will participate in the Holiday Drive	-90% of staff will participate	
Nov 1 – Dec 31	-CREW are implementing with fidelity the CREW structure	-85% of the CREW are effectively using the materials	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
Share with staff and students that we will be looking for actions to demonstrate the weekly word /phrase

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

Key Strategy 2: Staff to Student Check- in	School Lead: Paul Crisafulli

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 7	-Implement the Action word / phrase of the week. Staff and students will observe the Key Word/Phrase of the week demonstrated by other Staff and/or students. 90% of Crew classrooms will demonstrate. (35 out of 39 Crew classrooms)	Crisafulli/ Rosaschi	Staff, student, and administration	
Feb 7	-Implement Student and Staff survey related to staff and student connection.	Crisafulli / Rosaschi	Administration OSC	
March 15	-Participate in a Teacher Team Building Event through Teacher CREW teams at Skiddy Park	Crisafulli / Rosaschi	$500 for the Event (Materials and refreshments)	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 10	-Daily acts that represent the word/ phrase of the week	-90% of Crews demonstrate word/ phrase]	
Mar 1	-Participation in the Team Building Event	-90% of Staff Participate in the event	
Mar 20	-Students feels more connected with their staff	-20% of students will reflect in the survey feeling more connected to the staff	

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

Prepare staff and students for releasing the daily responsibility to students. Students will be considered based on teacher feedback, card system and peer review.

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

Key Strategy 2: Staff to Student Check- in	**School Lead:** Paul Crisafulli

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s) Responsible**	**Resource Alignment** **(PD, People, Time, Budget, etc.)**	**P**
First week of May	-Select students begin to train as Student Crew Leaders for 2025/2026 school year. Approximately 15 students will be selected to train to become student Crew leaders.	Crisafulli/ Rosaschi	Crisafulli / Rosaschi and designated staff One period / week	
June 20	-Celebrate the End of the Year with a Staff BBQ	Crisafulli/ Rosaschi	$500.00	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
April 15	-Students demonstrate skills to lead and instruct peer-peer class	-15 students are selected to train to be Student Crew Leaders for 2025-2026	
June 15	-Staff complete survey based on student to staff relationships	-15% increase over the 2023-24 data	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
Students selected should be given opportunity to refresh student Crew leader role prior to start of school 2025/2026

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

Key Strategy 1: MTSS - Lion Card System	**School Lead:** Kayla Gallagher

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

During our needs assessment we used student interview data and survey data. These reflected that the students are engaged with the incentive card system for the MTSS. A root cause is that the students feel this is a way for them to be recognized for their commitments in attendance, behavior, and grading. The Lion Card System was initiated last year (2023-2024), and by the end of the first year, 43% of students held either a Gold Card (29%), Platinum Card (6%), or Black Card (8%). Students responded well to the card system; it helped to improve school BAG data.

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

To improve the Lion Card System, we will **expand** by adding privileges to each card level. More field trips will take place to expand student learning, and the application system/monitoring of card holders will be modified to ensure more students have access to improve their card status.

Gold Card: Access to lunch lounge once a month

Platinum Card: Access to lunch lounge daily; skip to front of lunch line

Black Card: Access to lunch lounge daily; skip to front of lunch line; skip to front of line during entrance in AM

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Aug 19 - 23	-Create yearly plan that outlines all activities related to tiered card levels, so students know what they are working towards	Gallagher/Lynch	Time, People	
Aug 19 - 23	-Create advertisements for Lion Card System to promote engagement and enrollment.	Gallagher/Lynch	Time, People	
Aug 19 - 23	-Reach out to local community members and organizations to create partnerships for activities.	Gallagher/Lynch	Time, People	
Aug 27-Sept 4	-Share and educate staff on Lion Card System	Gallagher/Lynch	Time	
Sept 9 -13	-Push into grade level social studies classes to discuss Lion Card System	Gallagher/Lynch	Time	
Oct 7 - 11	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, Budget	
Oct 21 – 25	-Hold quarterly community day- staff vs student basketball/pep rally	Gallagher/Lynch	Time, People	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

Student Supports Commitment – Strategy 1   August - October

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September	-100% of the students will receive the orientation of the Card System.	-Students committed to meet the indicators to participate in the incentive card.	
Sept 30	-A minimum of two local community member will support the strategy	Two community members integrated in the school supporting the strategy.	
Sept 30	-Returning Gold Card members will remain constant (19 students)	-19 students will maintain their Gold Card status.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Gold Card members in September will be students who received their Black Card membership in the 2023-2024 school year.

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

Key Strategy 1: MTSS - Lion Card System	School Lead: Kayla Gallagher

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Nov 4 - 8	-Place advertisements around school for upcoming Gold Card and Platinum Card applications	Gallagher/Lynch	Time, People	
Nov 11 – 15	-Open enrollment window for card applications and review applications for memberships	Gallagher/Lynch	Time, People	
Nov 18 - 22	-Discuss denied applications with applicants	Gallagher/Lynch	Time, People	
Nov 25 - 29	-Hold monthly incentive for Gold Card members- open gym, crafting, movie and popcorn	Gallagher/Lynch	Time, People, Budget	
Nov 25 - 29	-Hold monthly incentive for Platinum Card members- trip to the zoo	Gallagher/Lynch	Time, People, Budget	
Dec 9 - 13	-Hold monthly incentive for Gold Card members- open gym, crafting, movie and popcorn	Gallagher/Lynch	Time, People, Budget	
Dec 16 - 20	-Hold monthly incentive for Platinum Card members- trip to Southwest Community Center for swimming	Gallagher/Lynch	Time, People, Budget	

| Dec 16 - 20 | -Place advertisements around school for upcoming Gold Card, Platinum Card, and Black Card applications | Gallagher/Lynch | Time, People | |

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
-Nov 30	-50% of Gold Card members will be promoted to Platinum Card	9.5 students will be promoted to Platinum Card membership	
-Dec 31	-Gold Card membership will increase from 34% ('23-'24) to 37%	5% increase in Gold Card members for Q2	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
*New Platinum Card Members- receive STEM water bottle or sunglasses. *Assess BAG data to determine continued eligibility for current card holders.

Key Strategy 1: MTSS - Lion Card System	School Lead: Kayla Gallagher

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** **(Begin with a verb)**	**Person(s)** **Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Jan 6 - 10	-Place advertisements around school for upcoming Gold Card, Platinum Card, and Black Card applications	Gallagher/Lynch	Time, People	
Jan 6 - 10	-Push into grade level social studies classes to refresh Lion Card System	Gallagher/Lynch	Time, People	
Jan 13 - 17	-Open enrollment window for card applications and review applications for memberships	Gallagher/Lynch	Time, People	
Jan 20 - 24	-Discuss denied applications with applicants	Gallagher/Lynch	Time, People	
Jan 20 - 24	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, $3,000	
Jan 27 - 31	-Hold monthly incentive for Platinum Card members- trip to MOST	Gallagher/Lynch	Time, People, Budget	
Jan 27 - 31	-Hold quarterly community day- Fire Department basketball with students	Gallagher/Lynch	Time, People	
Feb 3 - 7	-Hold monthly incentive for Gold Card members- open gym, crafting, movie and popcorn	Gallagher/Lynch	Time, People, Budget	

Feb 10 - 14	-Hold monthly incentive for Platinum Card members- Video Game Day	Gallagher/Lynch	Time, People, Budget	
Feb 10 - 14	-Hold monthly incentive for Black Card members- trip to Strong Museum of Play	Gallagher/Lynch	Time, People, Budget	
Feb 24 - 28	-Place advertisements around school for upcoming Gold Card, Platinum Card, and Black Card applications	Gallagher/Lynch	Time, People, Budget	
March 3-7	-Open enrollment window for card applications and review applications for memberships	Gallagher/Lynch	Time, People, Budget	
March 3-7	-Discuss denied applications with applicants	Gallagher/Lynch	Time, People, Budget	
March 10-14	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, Budget	
March 17-21	-Hold monthly incentive for Platinum Card members- tie dye activity	Gallagher/Lynch /MTSS Team	Time, People, Budget	
March 24-28	-Hold monthly incentive for Black Card members- trip to Wonder Works	Gallagher/Lynch	Time, People, Budget	
March 24-28	-Hold quarterly community day- Syracuse Police Basketball Day	Gallagher/Lynch	Time, People	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31	-Gold Card membership will increase in Q2 from 26% ('23-'24) to 31%	-5% increase in Gold Card members for Q3	
Jan 31	-Platinum Card membership will increase in Q2 from 11% ('23-'24) to 16%	-5% increase in Platinum Card members for Q3	
Jan 31	-50% of Q2 Platinum Card members will be promoted to Black Card	-50% promotion rate from Q2 to Q3	
March 31	-Gold Card membership will increase in Q3 from 29% ('23-'24) to 34%	-5% increase in Gold Card members for Q3	
March 31	-Platinum Card membership will increase in Q3 from 6% ('23-'24) to 11%	-5% increase in Platinum Card members for Q3	
March 31	-Black Card membership will increase in Q3 from 8% ('23-'24) to 13%	-5% increase in Black Card members for Q3	
March 31	-50% of Q2 Platinum Card members will be promoted to Black Card	-50% promotion rate from Q2 to Q3	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
*Platinum Card Members- receive STEM water bottle or sunglasses. *Black Card Members- receive STEM swag.

*Assess BAG data to determine continued eligibility for current card holders.

Key Strategy 1: MTSS - Lion Card System	School Lead: Kayla Gallagher

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
During our needs assessment we used student interview data and survey data. These reflected that the students are engaged with the incentive card system for the MTSS. A root cause is that the students feel this is a way for them to be recognized for their commitments in attendance, behavior, and grading. The Lion Card System was initiated last year (2023-2024), and by the end of the first year, 43% of students held either a Gold Card (29%), Platinum Card (6%), or Black Card (8%). Students responded well to the card system; it helped to improve school BAG data.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
To improve the Lion Card System, we will **expand** by adding privileges to each card level. More field trips will take place to expand student learning, and the application system/monitoring of card holders will be modified to ensure more students have access to improve their card status. Gold Card: Access to lunch lounge once a month Platinum Card: Access to lunch lounge daily; skip to front of lunch line Black Card: Access to lunch lounge daily; skip to front of lunch line; skip to front of line during entrance in AM

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
April 7 - 11	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, Budget	
April 7 - 11	-Hold monthly incentive for Platinum Card members- trip to Southwest community Center for swimming	Gallagher/Lynch	Time, People, $500.00	
April 14 - 18	-Hold monthly incentive for Black Card members- students receive their customized clothing	Gallagher/Lynch	Time, People, Budget	
May 5 - 9	-Hold Quarterly Community Day- Carnival	Gallagher/Lynch	Time, People	
May 12 - 16	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, Budget	
May 19 - 23	-Hold monthly incentive for Platinum Card members- trip to Skaneateles Boat Tour	Gallagher/Lynch	Time, People, $3,000	
May 26 - 30	-Hold monthly incentive for Black Card members- trip to Niagara Falls	Gallagher/Lynch	Time, People, $5,000	
June 9 - 13	-Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn	Gallagher/Lynch	Time, People, Budget	

June 16 - 20	-Hold monthly incentive for Platinum Card members- ice cream truck visit	Gallagher/Lynch	Time, People, Budget	
June 16 - 20	-Hold monthly incentive for Black Card members- dinner trip	Gallagher/Lynch	Time, People, Budget $2,000	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 30	-Fewer than 10 students will have their card membership revoked	-Fewer than 10 students will have their card membership revoked	
May 31	-Fewer than 10 students will be demoted to a prior card level	-Fewer than 10 students will be demoted to a prior card level	
June	-Our school will improve by a minimum of 25% the attendance and Behavior data. -Decrease 10% of students Level 1	-Better climate and culture Students engage in their education reflected in the different surveys and activities	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
* New Platinum Card Members- receive STEM water bottle or sunglasses * New Black Card Members- receive STEM clothing * Assess effectiveness of BAG data to determine continued eligibility throughout year. Consistency, fairness, staff input

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

Key Strategy 2: Social and Emotional Learning (SEL)	School Lead: Patricia Miller

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

The SCEP Team's needs assessment determined that the behavioral data and the student's interview data reflected the need to build more SEL awareness for self-regulation and social regulation. A root cause is that student surveys indicate that 58% of the students don't feel that they can control their emotions when they feel frustrated or overwhelmed. The school did not provide an intentional SEL time daily.

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 SEL strategy providing a daily 30-minute period in the Master Schedule for the students to begin their day with a CREW Model. This will allow the students to build community, increase their sense of belonging, and to interact with research-based materials related to SEL. We will **expand** the SEL Curriculum to include monthly activities to celebrate the values of the month.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Aug 1 – Sept 1	-Create a guideline that includes the purpose of CREW, the year's goals, and milestones. -Create CREW groups for staff. -Create a yearly plan that outlines all activities/themes related to SEL, so students know what they are working towards.	Patricia Miller	Time	
Aug 31 & Sept 1	-**Hold SEL PD for staff** to discuss the importance of positive phone calls home and CREW; CREW leaders must put notes into the call tracker supplied with CREW binder.	Patricia Miller	PD, Time, Binders	
Aug. 1 – Sept. 1	-Create an online CREW Binder	Patricia Miller	Binders (Online template)	
Sept 1 – Sept 15	-Create the student SEL Team that will lead the Morning Announcements with positive affirmations for each day.	Patricia Miller	People: Time	
Sept 1 – Oct 31	-Implement CREW in the school building -Make make a goal of 3 positive messages home a week for assigned students. This person can also monitor attendance. -Encourage teachers to promote positive relationships with students and families.	Patricia Miller	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Aug 1 – Sep. 1	-100% CREW groups will be created before the beginning of the school year.	-All students are assigned with a CREW teacher.	

Aug 31 – Sept 30	-95% of the staff will complete the SEL PD before the beginning of the school year.	-All teachers attending PD, engaging, asking questions, and supporting new teachers with FAQ's.	
Sept 20	-Crew Binder creation	Teachers will be accessing all the CREW materials using the Binder.	
Sept-Oct This will be a weekly action	-(Teachers) make 3 positive messages home a week for assigned CREW students.	-Teachers make positive communication and build relationships with family members of CREW students. Messages will be documented in Outreach (our platform to record communication with families).	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
At the end of the first marking period, the SEL team will come together to look at the data from multiple activities to determine the engagement in Crew and bring in DEB team as a co-author of future activities.

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

Key Strategy 2: Social and Emotional Learning (SEL)	School Lead: Patricia Miller

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

The SCEP Team's needs assessment determined that the behavioral data and the student's interview data reflected the need to build more SEL awareness for self-regulation and social regulation. A root cause is that student surveys indicate that 58% of the students don't feel that they can control their emotions when they feel frustrated or overwhelmed. The school did not provide an intentional SEL time daily.

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 SEL strategy providing a daily 30-minute period in the Master Schedule for the students to begin their day with a CREW Model. This will allow the students to build community, increase their sense of belonging, and to interact with research-based materials related to SEL. We will **expand** the SEL Curriculum to include monthly activities to celebrate the values of the month.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment**	**P**
Nov 1 – Dec 20	-Conduct CREW walkthroughs: Ensuring CREW implementation and providing support based on observation.	Patricia Miller	Time, people	
Dec 1	-Revise attendance data to support the MTSS team to create activities that engage students.	MIller/Walker	Time for meeting Dashboard	
Dec 15	-Create the project Celebrations around the World for the students to implement SEL activities	MIller/Walker	$1,000 Family Program Aide	
Dec 15	-Meet with the students' SEL Team to validate the glows and growths of the semester to improve for the next semester.	MIller/Walker	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov 1 – Nov 30	-Monitor CREW's effectiveness by sending out a survey for teachers and students and using the walkthrough data	Specific and measurable feedback to adjust moving forward.	
Dec 31	-Create a First semester report related to the SEl Implementation	A comprehensive report that includes qualitative and quantitative data	

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

SEL and DEB team will combine to look at data from CREW surveys to adjust implementation.

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

Key Strategy 2: Social and Emotional Learning (SEL)	School Lead: Patricia Miller

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The SCEP Team's needs assessment determined that the behavioral data and the student's interview data reflected the need to build more SEL awareness for self-regulation and social regulation. A root cause is that student surveys indicate that 58% of the students don't feel that they can control their emotions when they feel frustrated or overwhelmed. The school did not provide an intentional SEL time daily.

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 SEL strategy providing a daily 30-minute period in the Master Schedule for the students to begin their day with a CREW Model. This will allow the students to build community, increase their sense of belonging, and to interact with research-based materials related to SEL. We will **expand** the SEL Curriculum to include monthly activities to celebrate the values of the month.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
Jan 1	-Check in on CREW effectiveness by sending out a survey for teachers and students. -Share to the staff and students the data of the first semester report and plan together strategies to improve	Miller/Walker	People: Time	
Jan 1 – March 1	-Follow up the lesson's implementation in CREW.	Miller/Walker	Administration, Miller	
March 15	-Integrate more students to be part of the SEL Team	Miller/Walker	People; Time	
March 1 – March 31	-Check in on CREW effectiveness by sending out a survey for teachers and students.	Miller	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 1 – March 31	90% of teachers complete the CREW survey. 90% of students complete the CREW survey	90% of participation from both groups outlined.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
SEL and DEB teams will combine to look at the effectiveness of activities in CREW based on data from CREW surveys.

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

Key Strategy 2: Social and Emotional Learning (SEL)	School Lead: Patricia Miller

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
The SCEP Team's needs assessment determined that the behavioral data and the student's interview data reflected the need to build more SEL awareness for self-regulation and social regulation. A root cause is that student surveys indicate that 58% of the students don't feel that they can control their emotions when they feel frustrated or overwhelmed. The school did not provide an intentional SEL time daily.

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 SEL strategy providing a daily 30-minute period in the Master Schedule for the students to begin their day with a CREW Model. This will allow the students to build community, increase their sense of belonging, and to interact with research-based materials related to SEL. We will **expand** the SEL Curriculum to include monthly activities to celebrate the values of the month.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Timeline	**Essential Action Steps** (Begin with a verb)	**Person(s) Responsible**	**Resource Alignment** (PD, People, Time, Budget, etc.)	**P**
May 1 – June 15	-CREWs will create a culminating project showing an understanding of one of the 5 SEL competencies that they learned throughout the CREW process.	Miller / Walker / Roper (DEB)	Time, Posters, PD	
May 1	-Offer support to the CREW leaders in the planning for the Project.	Miller / Walker / Roper (DEB)	People; Time	
May 1	-Identify the CREW that represents best practices for other crew students and staff to visit in learning walks.	Miller / Walker / Roper (DEB	People; Time	
June 1	-Create a Family Engagement Event to have the public presentation of the student's final project.	Miller / Walker / Roper (DEB	People; Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
May 1 – June 15	-Survey teachers' CREWs-survey teachers CREW to monitor progress	-100% of CREW teachers responded to the Survey.	

Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning
SEL and DEB will combine to look at the data from all surveys to see the most effective activities. The team will investigate possible new curriculum to add and/or upgrade the effectiveness of CREW and relationship building. The two main focuses will entail Staff to Staff and Staff to Students.

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

Student Interviews
Describe how the Student Interview process informed the team's plan.
The student interview process and the data collected from these interviews informed our team's SCEP plan by providing us with answers and information taken directly from the students at Syracuse STEM at Blodgett. Like a good formative assessment, the results from the interviews guided and informed our team's work on many sections of the SCEP plan. The team tasked with this work collected the answers, placed them in a spreadsheet, summarized (when needed) the responses, and identified those responses that were similar and consistent with our improvement efforts.

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.

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	75% Strongly agree or agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	80% Strongly agree or agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	60% Strongly agree or agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	60% Strongly agree or agree	
5	It was evident that our school focused on numeracy and literacy.	70% Strongly agree or agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	70% Strongly agree or agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	80% Strongly agree or agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	80% Strongly agree or agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	70% Strongly agree or agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	70% Strongly agree or agree	

	Student Survey Questions (Grades 6-12) (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	55% Strongly agree or agree	75%	
2	How positive or negative is the energy of your school? (SC1))	37% Strongly agree or agree	60%	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	30% Strongly agree or agree	50%	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	39 % Strongly agree or agree	65%	
5	How often are people disrespectful to others at your school? (SS1)	14% Strongly agree or agree	24%	
6	How often do students get into physical fights at your school? (SS2)	10% Strongly agree or agree	30%	
7	How often do you worry about violence at your school? (SS4)	37% Strongly agree or agree	60%	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	41% Strongly agree or agree	75%	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	39% Strongly agree or agree	50%	

		2023-24 Results	2024-25 Desired Results	Actual Results
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	44% Strongly agree or agree	64%	

	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)	28% Strongly agree or agree	58%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	9% Strongly agree or agree	25%	
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)	34% Strongly agree or agree	54%	
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)	21% Strongly agree or agree	41%	
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	23% Strongly agree or agree	43%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	83% Strongly agree or agree	93%	
7	How motivating are the classroom lessons at your child's school? (SC2)	68% Strongly agree or agree	90%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	77% Strongly agree or agree	90%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	83% Strongly agree or agree	90%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	83% Strongly agree or agree	90%	

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*	*4/1*	*4/18*	*4/2, 4/5, 4/8,4/11*	*4/8 , 4/15, 4/16, 4/17*	*5/6,5/10, 5/15*	*4/17*	*6/4,6/6,6 /7,6/10,6 /11,6/12, 6/13,6/14 6/17*
Steven Garraffo	Independent Monitor	X	X				X	X
Megan Root	Instructional coach/ PLC Leader	X					X	X
Dr. Ada Hernandez	SPED Instructional Coach/ Strategic Planning Leader	X		X			X	X
Abu El Fadl	ELA Teacher/Accountable Talk Co Lead	X						X
Vani Nair	Math Teacher/ Accountable Talk Co Lead	X						X
Danielle Fiordalice	SPED Teacher/WICOR Co Lead	X						X
Tiara Love	Math Teacher/WICOR Co Lead	X						X
Elliot Bruton	Social Studies Teacher/ PLC Co lead	X						X
Ronald Cortina	Dean of Student / Attendance Lead	X		X			X	X
Kayla Gallagher	Psychologist / MTSS Co Lead	X			X		X	X
Simon Lynch	Music Teacher/ MTSS Co Lead	x						X
Thomas Rosaschi	Elementary Teacher/ Teacher and student check in Co-lead Co lead	x	X					X
Paul Crisafulli	Dean of Students / Teacher and students check in Co-Lead	x						X

Name	Role							
Patricia Miller	Union Representative/ SEL Co Lead	x			X			X
Stephen White	Physical Education Teacher/ SEL Co Lead	x						X
Brenlee Ortiz	Mother					X		
Carmen Velazquez	Grandmother	x				X		
Collette Orr	Mother					X		
Amanda Behm	AIS/ELA	X		X	X			
Norielle - Aaliyah	Student					X		
Chelse Kesler	Elementary Teacher					X		
Leza Roper	ELA Teacher					X		
Michelle Walker	Counselor					X		