



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Syracuse STEM @ Blodgett	Dr. Harry Valentin	6-8	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 and will partner with the school to ensure its execution.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **[Civic Empowerment Project](#) identified: Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Dr. Harry Valentin	Principal
2	Ashley Burke	Administrative Intern
3	Leeza Roper	DEB lead/ 8 th Grade ELA
4	David Wood	Librarian
5	Olivia Mulvaney	7 th Grade ELA
6	Tiara Love	7 th Grade Math
7	Kayal Cornelius	Special Education
8	Livez Perez Fuentes	Mother
9	Eddie Kirby II	Father
10	Patricia Chamblee	Health/ Chief STA Rep
11	John Malague	8 th Social Studies
12	Vani Nair	8 th Math
13	Michelle Walker	School Counselor
14	Yanetta Mathis	Social Worker
15	Rhodara Abu Fadl	6 th ELA
16	Kayla Gallagher	School Psychologist

[2025-26 SCEP Guidance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx
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Table of Contents – Bookmark Links

Overview Page

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

Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

Academic Commitment #2

- [Strategy 3](#)
- [Strategy 4](#)

Attendance Commitment

- [Strategy 5](#)

Student Supports Commitment

- [Strategy 6](#)

End of Year Survey

Evidence-Based Intervention

SCEP Development Team Participation

Learning As A Team

SIG Expenditure Plan (CSI, ATSI,TSI Only)

OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 10px; text-align: center;"> Goals will be developed after all 2024-25 data are available </div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	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	2) Accountable Talk: Using Tools to Plan	E
		2	Claim, Evidence, & Reasoning	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	2) PLC: Promoting a Collaborative Culture	E
		4	Using Graphic Organizers and/or Visuals to Support Diverse Learners	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Staff to Student Check-ins	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Multi-Tiered System of Supports (MTSS)	E

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

Key Strategy 1: Accountable Talk: Using AT tools to plan	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Fadl/Nair
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

When doing the needs assessment, the SCEP Team noticed that the NWEA Data (Growth Map) and NYSED Assessment results reflected that the student's performance was at one of the lowest percentiles related to critical thinking and reasoning skills. A root cause is the fact that many of our students do not actively participate in class discussions and build on other students' ideas presented during lessons. The district established this systemic Accountable Talk key strategy to increase the critical thinking and reasoning skills of our students through Tier 1 Intervention.

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

The school will expand its work with Accountable Talk by incorporating Level 1 (literal) and Level 2 (inferential and analytical) sentence stems across content areas to deepen student thinking and discourse. By implementing structured discussion protocols, such as Fishbowls and Jigsaws, we are promoting peer to peer dialogue and active listening.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide accountable talk PD and provide each classroom teacher Accountable Talk stems and posters to post on classroom walls.	September 5, 2025	Instructional Coaches- Walkthrough needed AT SCEP Leads	Posters Accountable Talk PD- District or AT Leads	
Use at least 2-3 accountable talk sentence stems in class discussions: <u>Level 1</u> Stating Opinions Agree/Disagree Clarifying/Restate Add on or Extend	October 31, 2025	Instructional Coaches- Walkthrough needed		
Provide professional development on accountable talk: Micro sessions .75 (refresher), 1.0 and 1.25. (For teachers who have more experience).	.75 Sept 17 1.0 Sept 24 1.25 Oct 8	Instructional coaches, accountable talk turnkey trainer	Accountable talk turnkey trainer, instructional coaches	
Establish a baseline database to monitor student achievement and track progress over time.	By October 31, 2025	Instructional coaches, accountable talk turnkey trainer, Content liaison, District coaches		

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
09/05/25	AT Posters and stems posted on classroom walls	100 % of classrooms will have posters and stems on classroom walls.	
9/16/25	Teacher participation in introductory Accountable Talk PD	95% of the teachers will participate in the PD.	

10/31/25	Class Discussions	At least 2-3 AT stems in 80% of classrooms will be used in student discussions based on classroom walkthroughs.	
10/31/25	Accountable Talk Micro sessions	90% classroom teacher participation in AT micro sessions PD .	
10/31/25	Bridge to Practice	Math and/or ELA will complete one Bridge to Practice session with Content Coach or Instructional Coach.	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use at least 2-3 accountable talk sentence stems in class discussions: <u>Level 2</u> Probe and Challenge Explain or Reason Linking	November 21, 2025	Teachers Instructional Coaches for Walkthrough	AT PD on Level 2 Discussions and Turn and Talk	
Provide professional development on Turn and Talks and reflection writing tool (30 minutes).	December 3, 2025	AT Leads Instructional coaches	PD	
Implement Turn and Talks and whole group discussions using a reflection writing tool.	December 19, 2025	Teachers Collect Student Artifacts	Make a Reflection Writing Tool-AT Leads	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/21/25	Use of 2-3 Level 2 AT Sentence Stems	At least 50% of students using AT Level 2 stems in class discussions (observed during walkthroughs).	
12/19/25	Successful turn and talk discussions with the use of the reflection tool.	At least 50% of students will engage in peer-to-peer feedback using reflection writing tool (walkthrough).	
12/19/25	Bridge to Practice	Teachers from Math and/or ELA will complete one Bridge to Practice session with Content Coach or Instructional Coach.	
12/19/25	Formative Assessments	20% of students will increase at least 5% in the different SCSD assessments by subject. <ul style="list-style-type: none"> Math: Kiddom, SCSD math Surveys, NWEA 	

		<ul style="list-style-type: none"> • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Put into practice Fishbowl/Socratic Circle: Discuss and Demonstrate Fishbowl Norms and watch a video.	January 30, 2026	Teachers	AT Leads have presentation	
Continue Micro sessions 1.5 (refresher), 1.75 and 2.0. (For teachers who have more experience).	.1.5 Feb 4 11.75 Feb 11 2.0 Feb 25	Instructional Coach, AT Turnkey Trainers	PLT time	
Conduct and record Fishbowl/Socratic Circle Discussions.	February 13, 2026	Teachers Instructional Coach Walkthrough	Instructional Coach Walkthrough AT District PD Swivel Technology	
Use the video recording of fishbowl/Socratic circle as a teaching tool for ongoing AT professional development.	March 27, 2026	AT Leads Teachers Wood Instructional coaches		

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
01/30/26	All Students will be able to explain what a Fishbowl is and identify its norms	At least 75% of students are practicing Fishbowl procedures in classrooms as observed in classroom walkthroughs.	
03/27/26	Students performing Fishbowl/Socratic Circles	At least 5 teacher videos will be recorded of Fishbowl/Socratic Circles practices in all classrooms.	
March 19, 26	Formative Assessments	20% of students will increase at least 10% in the different SCSD assessments by subject. <ul style="list-style-type: none"> Math: Kiddom, SCSD math Surveys, NWEA 	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Introduce Jigsaw norms and videos in classrooms.	April 24, 2026	Teachers AT Leads	AT Leads Jigsaw presentation and video	
Conduct and Collect student artifacts from the Jigsaw activities in class.	June 5, 2026	Teachers AT Leads	Student Artifacts collected	
Complete AT feedback survey to gauge readiness for AT stage 2 for 26-27.	May 30, 2026	Instructional Coaches, AT Turnkey Trainers	PLT time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
04/24/26	Students understand what a Jigsaw is and its norms	100% of students practicing Jigsaw procedures in classrooms.	
06/05/26	Students performing Jigsaw	At least 5 teacher videos of Jigsaw in practice in 90% of classrooms.	
6/16/20263	Students Accountable Talk community and rigor knowledge increase.	70% of the students show mastery in the AT strategy (as observed in walkthroughs)	
6/19/26	AT Feedback survey	At least 90% of teachers will participate in the AT feedback survey	
6/19/26	Formative Assessments	20% of students will increase at least 15% in the different SCSD assessments by subject. <ul style="list-style-type: none"> Math: Kiddom, SCSD math Surveys, NWEA ELA: Dibels, Kiddom, Lexia, NWEA SS: Castle learning, checkpoints 	

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

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

Key Strategy 2: Claim, Evidence & Reasoning	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Wood/Malague
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During the needs assessment phase, the school conducted the envision activity. In it, both students and staff identified the implementation of the Claim, Evidence, Reasoning (CER) protocol across subjects as an effective academic practice for the 2025-2026 school year. Participants believe that our students need assistance fostering critical thinking and communication skills when analyzing a variety of texts. A root cause is the strong belief that students struggle making claims then supporting them with evidence. The reasoning and knowledge skills found in the accountable talk protocol will be applied to student thinking, speaking, and writing.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy explicitly stated in our SCEP 25-26.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop academic vocabulary posters and desktop cards for students with sentence starters and terminology related to making a claim, citing evidence, and explaining reasoning.	August 15, 2025	Wood Malague	Printshop Coaches	
Develop shared “Annotation Guide” for marking a text to promote comprehension and identification of important details in a text.	September 8, 2025	Wood Malague	Printshop Coaches	
Provide professional development on different kinds of texts (written, visual, audio, digital, etc.), methods of analyzing/annotating different kinds of texts, and methods of referencing texts, graphs, and other information in a written constructed response.	September 10, 2025	Wood Malague	PD Can be done from 2:00-2:40 or in a differentiated extended day pd	
Implement the Claim -> Evidence -> Reasoning structure in verbally responding to questions and prompts in class. (i.e. I think... because... which shows...)	October 3, 2025	Classroom Teachers Instructional coaches		

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 12, 2025	Display of academic vocabulary posters and desktop cards	100% of teachers will have the posters displayed prominently in their rooms and have the desktop cards on each student workspace.	
September 30, 2025	Use of the Claim -> Evidence -> Reasoning structure to craft verbal responses to a prompt.	During observations, at least 50% of students will structure verbal responses to make a claim, provide evidence, and explain how the evidence supports their claim.	
October 31, 2025	Use of the Annotation Guide to mark up a text	At least 50% of students will be able to annotate a text using the annotation guide.	

October 31, 2025	Baseline CER Data	100% of ELA and Social Studies teachers will collect a baseline data sample for each student.	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
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Key Strategy 2: Claim, Evidence & Reasoning	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Wood/Malague
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This is a new strategy explicitly stated in our SCEP 25-26.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide subject-specific exemplar and non-exemplar written CERs for students to analyze and evaluate strengths and weaknesses.	November 14, 2025	Wood Malague Classroom Teachers Instructional coaches	Magic school Rubric for CER	
Provide professional development on preparing students for a whole class discussion, facilitating the conversation using the Claim -> Evidence -> Reasoning structure, and encouraging peer-to-peer feedback.	November 12, 2025	Wood Malague Instructional coaches	District curriculum Accountable Talk Leads Content Coaches	
Facilitate subject-specific verbal CER discussion days in which students engage in a summative discussion about a topic they have been studying	December 19, 2025	Classroom Teachers	Instructional Coaches	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
November 14, 25	Evaluation of example written CERs for strengths and weaknesses.	100% of students will be able to identify a strong claim supported by evidence and a weak claim not supported by evidence with 80% accuracy.	
November 14, 2025	Staff will be able to prepare for and facilitate whole class discussions	95% staff participation at PD around classroom discussion best practices and completion of planning process for a class discussion as reflected in lesson plan.	
December 19, 2025	Completion of class discussions in each core class (ELA, Math, Science, SS)	Each grade level will complete a whole class discussion using the Claim -> Evidence -> Reasoning structure before winter break with at least 80% student participation.	

December 9, 2025	Teachers will provide to the PLT the student exemplar of their CER for peer review, reflect and act.	90% of the teachers will provide their student exemplar for peer review and improve.	
December 19, 2025	CER Data	100% of ELA and Social studies teachers will collect CER data sample 2. At least 25% of students will increase their score by 25%.	
December 19, 2025	Formative Assessments	<p>20% of students will increase at least 5% in the different SCSD assessments by subject.</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide professional development in crafting written CER's and the writing process including reading, annotating, note-taking, organizing, drafting, peer review, and editing.	January 16, 2026	Wood Malague Instructional Coaches	PD, Instructional Coaches, ELA Content Coach Rubric for CER	
Use the scaffolded CER templates to craft written responses from a text in each subject area.	February 13, 2026	Classroom Teachers Instructional coaches	Content Coaches during PLT time	
Align regular assessments to include written response questions that require students to engage in the Claim, Evidence, Reasoning protocol.	March 20, 2026	Instructional Coaches	PLT time Additional Paid Planning time as needed	
Provide professional development on Inquiry Learning, questioning protocols, research, and communication of learning--(Preparation for May-June so that collaborative planning can begin).	March 1, 2026	Wood Instructional Coaches	Extended Day PD or PD planned in conjunction with SCSD Library Dept.	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 15, 2026	Teachers understand and can guide students through the writing process.	100 % staff participation at PD on CER templates	
Feb 13, 2026	Students can express their thinking in writing using the CER structure when responding to a text/prompt.	100% of students will complete at least 1 written CER in each core class and have the opportunity for peer review and revision.	
March 31, 2026	Inclusion of CER structure on student assessments.	Common Formative Assessments in each subject area will include at least 1 constructed response question using the CER structure.	
March 31, 2026	CER Data	100% of ELA and Social studies teachers will collect CER data sample 3. At least 25% of students will increase their score by 25%.	

March 31, 2026	Formative Assessments	<p>20% of students will increase at least 15% in the different SCSD assessments by subject.</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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<p>Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan</p>

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Key Strategy 2: Claim, Evidence & Reasoning	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Wood/Malague
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IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue student practice in constructing written responses using the Claim, Evidence, Reasoning structure. In seventh- and eighth-grade English and Social Studies classes, students will write an essay that uses multiple CER-style paragraphs in support of a single thesis statement.	April 10, 2026	Classroom Teachers	NYS Writing Rubrics for grades 6-8 Instructional coaches	
Evaluate samples of student-constructed CERs and identify building-wide trends, strengths, and areas of growth.	April 10, 2026	Instructional Coaches Wood Malague	PLT Time CER student work samples	
Prepare students to deploy learned strategies in constructing written responses using the Claim, Evidence, Reasoning structure on state assessments. (Annotating, note-taking, graphic organizers, etc.)	May 30, 2026	Classroom Teachers		
Engage students in an inquiry learning experience targeted by subject in each grade level. Provide an opportunity for students to communicate a learning product based on this experience.	June 18, 2026	Wood Classroom Teachers Instructional coaches		

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 10, 2026	Successful student completion of CER written responses	100% of students will have completed at least one satisfactory written CER	
April 24, 2026	Evaluation of student progress and building-wide trends	Identification of 2 focus areas to improve student writing using the CER process	
June 18, 2026	Student communication of learning based on an inquiry experience	75% of students will create a learning product that demonstrates and communicates their learning to others.	
June 18, 2026	CER Data	100% of ELA and Social studies teachers will collect CER data sample	

		4. At least 50% of students will be able to score at least 80% on CER Rubric.	
June 20, 2026	Formative Assessments	<p>20% of students will increase at least 15% in the different SCSD assessments by subject.</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	

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

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

Key Strategy 3: PLC: Supporting a Collaborative Culture	SY2526 PD Plan [Syracuse STEM @	School Lead: Roper/
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our needs assessment, which included SCEP Envision Trends from staff, and analyzing Panorama staff data, it was revealed that our staff seek more collaboration and consistency between all staff members. A root cause was determined to be the lack of communication and time for teachers effectively collaborate based on master scheduling conflicts. A collaborative culture is the beating heart of a PLC. It replaces isolated practice with collective responsibility for student learning. Teams commit to the norms of mutual accountability, shared leadership, and a results orientation. Collaboration isn't just about meeting together—it's about engaging in ongoing cycles of inquiry around the four critical questions of a PLC. This the right strategy because when done well, this culture creates psychological safety, fosters professional growth, and ensures all students have access to high-quality learning.

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 at Blodgett will expand the PLC structure by including tutorial teachers in the same PLC as ELA and Math teachers, SPED, and ENL specialists. We will also introduce a new component to PLCs, which will be student work analysis by subgroup. Syracuse STEM will refine the PLC structure by implementing a digital hub for all PLC teams to access and compile their meeting agenda notes and other resources like graphic organizers and demonstration videos.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish PLC norms, roles, and expectations, onboard new staff with visual PLC guide, digital Canvas Hub Walkthrough, Job specific trainings (NYS CR-SE, DIBELS, NWEA, Attendance taking, Grading, Behavior hierarchy, specific technology, Accountable Talk, CREW), meet with Kristen Lee and Annie Schaffer from Solution Tree.	September 17, 2025	Instructional Coaches Content Liaisons Solution Tree Support (if available)	Kristen Lee and Annie Schaffer from Solution Tree Summer Summit Impact Coaches District-Wide Content Coaches-Christine Mevec for Dibels and Lexia Office Staff – for attendance protocols Librarian – for tech and Canvas Hub (perhaps in conjunction with Impact Coaches)	
Staff training on PLC key strategy following Solution Tree Framework.	September 19, 2025	Instructional coaches, Impact Coaches	https://scsd-my.sharepoint.com/:p/g/personal/mfletc66_scsd_us/ER9Rn9kfpO9Fvbj2ilWFBugB8lhQdm9PudKdXnJZ5FdakQ?e=HRP2IZ	
PLC training focuses on four key questions to guide collaborative lesson planning: what students need to learn, how to assess learning, how to support those who struggle, and how to extend learning for those who excel. This is paired with unit planning using priority standards, the UbD framework, CER strategies, vocabulary tools, and scaffolding to ensure effective, standards-based instruction.	October 31, 2025	Solution Tree Liaisons Instructional Coaches Content Liaisons Teachers	Impact Coaches District Content Coaches Librarian	

PROGRESS MONITORING (AUGUST – OCTOBER)

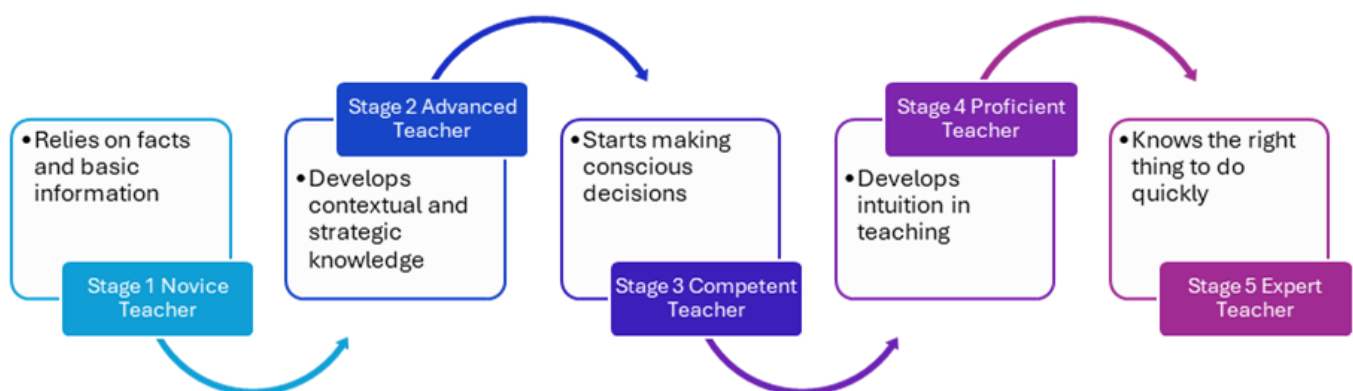
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
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By September 12, 2025	Get Better Faster PD completed. PLC norms are established with each PLC team. PLC teams know how to navigate Canvas hub. Each teacher is trained in their specific job embedded training.	70-80% of teachers utilizing hub for meeting notes, resources, and updates At least 50% of new teachers/TLTS feel more prepared for success in the classroom based on feedback surveys completed by participants.	
By September 19, 2025	PLC implementation	Weekly PLC Schedule established and followed with 100% of teachers participating consistently. Teachers can explain and list the 4 key questions of PLC with 100% accuracy.	
Weeks of September 15 – September 26	Priority standards identified. Planning for CER lessons. Start CER planning by intentionally thinking about domain specific and content specific vocabulary. Graphic organizers identified.	At least 75% of teachers teach vocabulary before writing. At least 50% teachers are implementing vocabulary instruction with 1-2 specific standards in mind, based on their lesson plan and curriculum. Content Coaches attending and leading at least 1 PLC per week. Teachers bringing at least 1 student exemplar to their PLT for peer review.	
October 3, 2025	Teachers have established a system in their classrooms to create a positive learning environment.	100% of teachers engaging in PD/PLC sessions around these protocols 100% of classrooms will have: <ul style="list-style-type: none"> • Entering and exiting protocols • Gradual Release • Work submission • Student work and cultures represented on the walls 	

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

May need to scaffold every training for each teacher below. Adjust as teachers move to the next level.



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

Key Strategy 3: PLC: Collaborative Culture	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Roper
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our needs assessment, which included SCEP Envision Trends from staff, and analyzing Panorama staff data, it was revealed that our staff seek more collaboration and consistency between all staff members. A root cause was determined to be the lack of communication and time for teachers effectively collaborate based on master scheduling conflicts. A collaborative culture is the beating heart of a PLC. It replaces isolated practice with collective responsibility for student learning. Teams commit to the norms of mutual accountability, shared leadership, and a results orientation. Collaboration isn't just about meeting together—it's about engaging in ongoing cycles of inquiry around the four critical questions of a PLC. This the right strategy because when done well, this culture creates psychological safety, fosters professional growth, and ensures all students have access to high-quality learning.

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 at Blodgett will expand the PLC structure by including tutorial teachers in the same PLC as ELA and Math teachers, SPED, and ENL specialists. We will also introduce a new component to PLCs, which will be student work analysis by subgroup. Syracuse STEM will refine the PLC structure by implementing a digital hub for all PLC teams to access and compile their meeting agenda notes and other resources like graphic organizers and demonstration videos.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Progress monitor Common Formative Assessments (CFA) and analyze them using student work samples by subgroups (ELL, SPED, Struggling readers, on/above grade level).	November 5, November 12, December 3	Instructional Coaches Content Coaches Content Liaisons Teachers	Solution Tree Use of PLT time to analyze CFA Student work samples	
Provide PD on planning and executing scaffolds for Accountable Talk.	December 3	Instructional Coaches AT Leads	PD AT resources Swivel	
Identify an essential standard, complete 1 st data cycle on CER writing, update Canvas with exemplars.	November 5, November 12, December 3	Instructional Coaches Teachers	Student work samples Writing resources Graphic organizers Technology	
Provide exemplars to the PLT for Peer review and reflect for improvement.	November 5, November 12, December 3	Instructional Coaches Content Coaches Content Liaisons Teachers	Student work samples Writing resources Graphic organizers Technology	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
December 12, 2025	Common assessments finalized	100% of content teachers will have collaborated with their team and have identified the standards and paired assessment that will inform whether	

		students met the standard or need to support accessing the standard. 40% of the students will show growth in their CFA.	
December 5, 2025	Student grouping plans drafted	100% of teachers will use a map, table, or other visual aids to group students without using deficit labels or associations by uploading their evidence into the canvas hub.	
December 19, 2025	Professional Development	80% of teachers attend PD on Planning and Executing Scaffolds for Accountable Talk.	
December 19, 2025	PLC reflection logs	100% of teachers who participated in the Data cycle will reflect on data cycle after reviewing the CER rubric calibration.	
12/19/25	Formative Assessments	20% of students will increase at least 5% in the different SCSD assessments by subject. <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	

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

1st data cycle implemented. Use this data to inform the creation of the next CFA cycle. Instructional coaches will support a new team for data cycle and the team that completed the data cycle will run an abbreviated data cycle utilizing their pre and post assessments in the curriculum.

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Key Strategy 3: PLC: Collaborative Culture	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Roper
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our needs assessment, which included SCEP Envision Trends from staff, and analyzing Panorama staff data, it was revealed that our staff seek more collaboration and consistency between all staff members. A root cause was determined to be the lack of communication and time for teachers effectively collaborate based on master scheduling conflicts. A collaborative culture is the beating heart of a PLC. It replaces isolated practice with collective responsibility for student learning. Teams commit to the norms of mutual accountability, shared leadership, and a results orientation. Collaboration isn't just about meeting together—it's about engaging in ongoing cycles of inquiry around the four critical questions of a PLC. This the right strategy because when done well, this culture creates psychological safety, fosters professional growth, and ensures all students have access to high-quality learning.

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create differentiated instructional interventions and enrichment plans using CFA results (SMART goal).	January 30, 2026	Instructional coaches Teachers	Solution Tree Content Coaches – weekly PLT meetings Impact Coaches	
Group students by need. Include multilingual and SPED support. Conduct peer walkthroughs and video modeling lessons.	February 6, 2026	Instructional coaches Content Liaisons Teachers	Solution Tree Content Coaches Impact Coaches	
Implement 2 nd data cycle on Accountable Talk strategy: Fishbowl/ Socratic Circle.	February 6, 2026	Instructional coaches Content Liaisons Teachers	Student work samples Writing resources Graphic organizers Technology	
Determine PD offered by Impact Coaches that will improve the CFA cycle.	February 13, 2026	Instructional coaches Content Liaisons Teachers	Impact coaches Teacher feedback survey PD Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
February 27, 2026	Intervention Plans	80% of teachers will have conferenced with students and made holistic decisions about interventions needed.	
March 2, 2026	Accountable Talk Strategy	85% of students leading conversations in the particular accountable talk strategy (based on classroom walkthroughs). 100% of teachers will review demonstration videos to refine protocols for student success.	

March 19, 2026	Formative Assessments	<p>20% of students will increase at least 10% in the different SCSD assessments by subject.</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

2nd data cycle implemented. Use this data to inform the creation of the next CFA cycle

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

Key Strategy 3: PLC: Collaborative Culture	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Roper
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our needs assessment, which included SCEP Envision Trends from staff, and analyzing Panorama staff data, it was revealed that our staff seek more collaboration and consistency between all staff members. A root cause was determined to be the lack of communication and time for teachers effectively collaborate based on master scheduling conflicts. A collaborative culture is the beating heart of a PLC. It replaces isolated practice with collective responsibility for student learning. Teams commit to the norms of mutual accountability, shared leadership, and a results orientation. Collaboration isn't just about meeting together—it's about engaging in ongoing cycles of inquiry around the four critical questions of a PLC. This the right strategy because when done well, this culture creates psychological safety, fosters professional growth, and ensures all students have access to high-quality learning.

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Syracuse STEM at Blodgett will expand the PLC structure by including tutorial teachers in the same PLC as ELA and Math teachers, SPED, and ENL specialists. We will also introduce a new component to PLCs, which will be student work analysis by subgroup. Syracuse STEM will refine the PLC structure by implementing a digital hub for all PLC teams to access and compile their meeting agenda notes and other resources like graphic organizers and demonstration videos.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct final meeting with Solution Tree and plan for next year.	April 30, 2026	Instructional Coach	Solution Tree Instructional Coach	
Employ Accountable Talk strategies as a consistent classroom protocol.	May 8, 2026	Instructional Coaches Content Liaisons Teachers	Solution Tree Librarian Impact Coaches	
Implement 3 rd data cycle. Teachers are implementing graphic organizers for students with varying speaking levels. Coaches will record video sessions for teachers who are willing to record them.	May 15, 2026	Instructional Coaches Content Liaisons Teachers	Solution Tree Swivel Time	
Present data on student growth, collect final CER and/or AT samples for each content area.	May 29, 2026	Admin Teachers Instructional Coaches Content Liaisons	Student exemplars Time	
Showcase of learning and reflect on PLC effectiveness through a PLC feedback survey.	June 12, 2026	Admin Instructional Coaches	Celebration supplies End of Year Surveys Data Growth based on Canvas uploads	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 29, 2026	Teachers have uploaded student work samples and reflected as a team.	At least 5 student work samples are uploaded per grade level in Canvas and feedback and trends are discussed from colleagues.	

By May 29, 2026	Students in classrooms at each grade level are engaging in AT strategies of their choice.	90% of students will be able to explain and share their strengths and areas of growth.	
June 12, 2026	Academic Showcase	75% of students will participate in the academic showcase. Pictures and copies of student work throughout the year will be presented on trifolds. Student representatives will explain what worked for them and what didn't.	
June 17, 2026	End of Year Survey	At least 80% of staff feel that they were supported through the CER process, AT, and providing scaffolds to all students.	
June 19, 2026	Formative Assessments	<p>20% of students will increase at least 15% in the different SCSD assessments by subject.</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	

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

3rd cycle data cycle implemented. Use this data to synthesize yearlong CFA data tracking.

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

Key Strategy 4: Using Graphic Organizers and/or Visuals to Support Diverse Learners	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Hernandez, Gallardo
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

During our needs assessment, data collected and analyzed reflected that in the past 3 years, only 2 students (1 per year) have tested proficient in state math and ELA tests. The lowest performing subgroups are ELL and Special Education students. One root cause that was discussed was the fact that our teachers need assistance and exposure to classroom tools that help students in these sub-groups to access curriculum in ways that make it easily digestible for them. In the lesson planning data collected this year, teachers were inconsistent with the use of graphic organizers and visuals. Graphic organizers and/or other visual supports such as word walls and charts will also support our Accountable Talk protocols.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy that will be implemented in the SCEP 25-26.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop checklists to identify teachers' needs about the differentiation process in the classroom.	August 29, 2025	Hernandez Instructional coaches	Reflection on lesson planning activities	
Deliver PD on differentiated processes and activities. Provide teachers with indicators for monitoring the implementation of the strategy.	September 24, 2025	Instructional coaches	After School PD	
Create a bank of checklists, graphic organizers, exemplars, and anchor charts.	October 3, 2025	Instructional Coaches	Canva Hub Printed Sheets in coaches office	
Create goal setting/ data baselines	October 31, 2025	Instructional coaches Teachers	PLT Time	
Create a common lesson planning time for differentiated activities alignment.	October 31, 2025	Instructional coaches Teachers	Master Schedule, Guidance Counselor	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 30, 2025	Participation in PDs and Common planning time	90 % staff participation in PD and CPT based on sign in sheets	
October 31, 2025	Incorporate feedback provided by Instructional Coach. At least one weekly activity detailed in the lesson plan that includes a graphic or graphic organizer.	At least 50% of lesson plan submission by teachers will include differentiated activities through visuals, graphic organizer and anchor charts based on instructional coach's lesson plan reports.	

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

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

Key Strategy 4: Using Graphic Organizers and/or Visuals to Support Diverse Learners	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Hernandez, Gallardo
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy included in the SCEP 25-26.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collaborate with PLTs to include targeted visual support for identified students based on differentiation process reflected in the teacher's lesson plan.	November 14, 2025	Instructional Coaches	PLT reflections and planning process	
Offer PD on visual alignment for target lesson objectives during class instruction (types of graphics organizers). Calibrate lesson plans Follow up with walkthroughs.	November 28, 2025	Instructional coaches	Extended Day PD or paid after-school PD sessions	
Coordinate learning walks. Review students' instructional activities for alignment Calibrate lesson plans	December 19, 2025	Instructional coaches admin	PLT reflections and planning process	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
November 14, 2025	At least two weekly activities detailed in the lesson plan that include visuals, graphic organizers, and/or anchor charts.	40% of the teachers implement visuals, graphic organizers and anchor charts in weekly class instruction delivery based on lesson plan reports from instructional coaches.	
December 19, 2025	Alignment on graphic organizers (visuals, infographics, concept maps, anchor charts, tables) selection to achieve lesson plan learning objective.	60% of lesson plans submitted have evidence of alignment between graphic organizers and learning objectives based on walkthrough data.	
12/19/25	Formative Assessments	20% of students will increase at least 5% in the different SCSD assessments by subject. <ul style="list-style-type: none"> Math: Kiddom, SCSD math Surveys, NWEA ELA: Dibels, Kiddom, Lexia, NWEA 	

		<ul style="list-style-type: none"> • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

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

Key Strategy 4: Using Graphic Organizers and/or Visuals to Support Diverse Learners	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Hernandez/Gallardo
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy included in the SCEP 25-26.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Calibrate teacher lesson plans Provide coaching cycles as teachers identify the need to support SCEP strategies.	January 23, 2026	Instructional coaches	Lesson plan glossary Templates and designed artifacts After school PD	
Provide students with targeted visuals to support content understanding through an equity lens.	January 30, 2026	Instructional coaches Teachers		
Integrate three formal types of visuals in lesson plans for classroom implementation based on differentiated established processes.	February 13, 2026	Instructional coaches	Walkthrough tool Graphic organizer guide NWEA data	
Implement Class walkthroughs /debrief and feedback. Provide students with target visuals to support content understanding.	February 27, 2026	Admin Instructional Coaches Teachers		
Modify activities using visual representations. Search for more advanced related protocols and the alignment with content to expand possibilities	March 31, 2026	Instructional coaches	Research based additional practices	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
February 27, 2026	At least two weekly activities detailed in the lesson plan that include visuals, graphic organizers, and/or anchor charts	75% of the teachers implementing visuals, graphic organizers and anchor charts in weekly class instruction delivery based on classroom walkthroughs. 100% completion of the student work activities related use of visuals and graphic organizers.	
March 31, 2026	Alignment on graphic organizers (visuals, infographics, concept maps, anchor charts, tables) selection to achieve lesson plan learning objective.	80% of lesson plans will include three differentiated instructional activities that reflects the use of visuals in instructional delivery for students to complete as class is delivered based on walkthroughs.	

12/19/25	Formative Assessments	<p>20% of students will increase at least 10% in the different SCSD assessments by subject</p> <ul style="list-style-type: none"> • Math: Kiddom, SCSD math Surveys, NWEA • ELA: Dibels, Kiddom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

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

Key Strategy 4: Using Graphic Organizers and/or Visuals to Support Diverse Learners	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Hernandez/Gallardo
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy for our SCEP 25-26.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct bi-weekly lesson plan monitoring and follow up with instructional delivery alignment using Whetstone or paper walkthrough tool	April 1-30, 2026	Instructional coaches and Admin	Instructional Coaching	
Identify two strengths and two areas of grow for next year based on data analysis on students' academic progress	May 29, 2026	Instructional coaches Content liaisons	PLC time for academic reflection	
Analyze students IEP goals achievement	June 12, 2026	Instructional coaches SPED – ELL team	IEPs and NWEA data	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 30, 2026	Teacher developing activities reflecting the use of visuals for differentiated instruction Students' completeness of designed activities	80% of lesson plans will include differentiated instructional activities that reflect the use of visuals in instruction delivery for students to complete as class is delivered based on instructional coach lesson plan report.	
May 29, 2026	Students' Progress reports (by marking period grades and IEP goals achievement)	At least 70% of special education students will meet their IEP goals. 15% increase increment in special education students' progress based on individual student assessments goals.	
June 12, 2026	Data analysis on students' performance from baseline	At least 10% growth on NWEA across all subgroups specifically ELLs and special education growth.	
June 19, 2026	Formative Assessments	20% of students will increase at least 15% in the different SCSD assessments by subject. <ul style="list-style-type: none"> Math: Kiddom, SCSD math Surveys, NWEA 	

		<ul style="list-style-type: none"> • ELA: Dibels, Kiddyom, Lexia, NWEA • SS: Castle learning, checkpoints • Science: Pre/post assessments, HS Benchmarks, Castle Learning 	
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Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

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

Key Strategy 5: Staff to Student Check Ins	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Mrs. Burke/DEB Lead
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on the needs assessment, this is the right key strategy because our data shows that we are the middle school with the highest chronic absenteeism and our survey data put our student perception of sense of belonging at 37%. One of the trends also identified across stakeholder groups was belonging. Staff to student check in's is the right key strategy because our action steps will not only support our attendance but also increase our sense of belonging between various stakeholder groups so that all stakeholders will want to come to school everyday because they feel a sense of belonging because staff and other student value and affirm them.

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

This is an expansion of the strategy from last year where we solely focused on the implementation of the EL Crew Curriculum. In our expansion of staff to student check in's we have refocused and expand it to include CREW and attendance protocols because there is a direct correlation between attendance and how students feel about school.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Meet with CBOs to identify their case load and discuss how they will support school-wide attendance initiatives (along with various school staff).	Aug 1-30	Burke & DEB Lead	CBO: Peaceful schools, FS3	
Identify target students before school to make phone calls, update addresses, and update transportation.	August 15	Burke & DEB Lead	2 Teachers per grade level (6 in total) x 20 hours= \$5,120.40	
Add updated attendance protocols to the 25-26 Staff handbook.	August 15	Burke & DEB Lead	People, time	
-Utilize rapid response team to identify students who have not attended yet and identify students who are on track for 5 absences. Make at least one positive phone call home. This applies to all CREW teachers.	Sept 3-Sept 12 Sept 12	Burke & DEB Lead CREW Leaders	Time People and Time	
Send a weekly Talking Point message home to families stating what is happening the upcoming week or what they are currently learning about.	Sept 5- Oct 31	Burke & DEB Lead	Outreach Fridays Time	
Work with school counselor to complete any 20 day drop forms.	10/15/25	Burke and Walker	Time	
Revamp attendance protocols if necessary to ensure protocols are being followed with fidelity.	10/15/25	Admin team	Time	
Students will lead community walks by designing a professional learning experience that guides educators through the school and neighborhood, fostering deeper understanding of the local context. As described in <i>Street Data</i> (Safir, p. 55), this approach surfaces lived experiences, challenges assumptions, builds key skills, and informs next steps through focused listening and observation.	October 31, 2025	DEB Lead Instructional Coaches	PD Time	

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

Aug 15, 2025	CBO's have been assigned to the building. Meetings have been scheduled and had with CBO supervisors.	At least, 75% of the CBOs will be assigned to the school and 60% of the meetings with the supervisors will be done.	
August 15, 2025	Create a list of target students to begin making home visits and phone calls for updated information.	At least 75% of the targeted students will receive at least 1 intervention to improve the attendance.	
Sept 5, 2025	Rapid response team members have been identified and their grade levels have been assigned.	Rapid response team members will begin making phone calls during Period 2 of all students who are marked absent. 100% of the students will receive the intervention.	
Sept 12, 2025	Positive outreach to families. At least 1 per student. Can be completed by CREW lead or academic teacher (decided upon grade level what's best)	At least, 75% of positive contact have been made with each child enrolled at Syracuse STEM @ Blodgett.	
Sept 19, 2025	Teachers have reflected on the student community walk in Canvas.	100% of teachers reflecting on the challenges that students face and their ability to critically think and explain their environment by adding a thought to the canvas hub.	
Oct 10, 2025	Students have completed CREW survey. Updated schedules are distributed to students.	100% of the students will complete their surveys.	
10/31/25	Increase attendance rate to 90% (up from 85% last year Q2)	Q1 attendance rate at 90%	

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

Staffing issues may effect the positive outreach because all teachers may not have access to necessary information systems at the start of the school year. Suggestion: partner the with someone who has access or ask office staff for a printout

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

Key Strategy 5: Staff to Student Check Ins	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Burke/DEB Lead
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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This is an expansion of the strategy from last year where we solely focused on the implementation of the EL Crew Curriculum. In our expansion of staff to student check in's we have refocused and expand it to include CREW and attendance protocols because there is a direct correlation between attendance and how students feel about school.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish a set CREW list in 100% of classrooms and utilize the PowerPoint, circle, and talking piece daily to maintain the structure and consistency of CREW.	Nov 3, 2025	CREW Leaders, Burke		
Conduct CREW walkthroughs with the admin team and CREW leaders to ensure consistency and fidelity across all classrooms.	2x-3x Weekly. Nov 3- Dec 19	CREW Leaders, Admin	Instructional Coaches can assist	
Celebrate students who have attended school 60 days straight (week of 12/3/2025) with a dinner.	Week of 12/3/25	Burke & DEB Lead	Attendance dinner at a restaurant. Approx. \$420	
Establish an effective SIT Team to conduct 1 st SIT meeting between Nov 3-7	Weekly. Nov 3- Dec 19	Walker, Mathis. School social worker, admin, grade level team		
Make at least one additional positive contact with families before the holiday break. This action is expected by all CREW leaders to strengthen family connections and celebrate student success.	By Dec 19	CREW Leaders		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 7, 2025	CREW indicators at 80% or above for all categories	At least 50% of the class is engaged in the structure of CREW and the staff sees the value in CREW through implementation with fidelity through walkthroughs.	
Dec 19 2025	At least 8 CREW walkthroughs have been conducted at each grade level	CREW walkthroughs happening authentically across all grade levels. At least 10% of increase in the different indicators.	
Dec 19 2025	At least 6 students have been brought to SIT for academic, attendance and/or social emotional needs and have	There is at least a 10% improvement in one of the areas (attendance, behavior and/or grades) in all students	

	established plans for progress monitoring, accountability and documentation	who have been brought to SIT to increase their sense of belonging in the school and increase their staff-student relationships based on conversations with students and feedback surveys from CREW.	
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Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Based on CREW walkthrough data, CREW leaders and CREW admin will meet to discuss next steps for the return from break.

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

Key Strategy 5: Staff and Student Check Ins	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Burke/ DEB Lead
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Based on the needs assessment, the SCEP team determined Staff to Student Check-ins is the appropriate key strategy for this commitment because data shows we are the middle school with the highest chronic absenteeism. Additionally, our Panorama data shows our students' perception of sense of belonging is 37%. A root cause of this situation was determined to be the lack of fidelity in implementing the EL CREW curriculum as well as students not feeling connected to staff in the building.

The action steps in the implementation plan will support our attendance and increase the sense of belonging between various stakeholder groups so that all at Syracuse STEM at Blodgett will want to come to school every day. They will feel a sense of belonging because staff and other students value and affirm them.

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

This is an expansion of the strategy from last year when we focused on the implementation of the EL Crew Curriculum. In our expansion of staff to student check-ins, we will refocus and expand our efforts to include a revamped and rescheduled CREW, and a level of increased fidelity related to attendance protocols. There is a direct correlation between attendance and how students feel about school.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct goal setting by each CREW utilizing Fall data (Sept-Dec).	By Jan 16, 2026	CREW leaders	Time	
Conduct daily check ins with students with at least 10 absences using the Rapid Response Team. An incentive will be given for each week completed with perfect attendance.	Jan 5 –March 27, 2026	Rapid Response Team Members	Incentive funds	
Celebrate the 100th day of school with an attendance party in the café for all students who have 1 or fewer absences by that day.	March 27, 2026	Rapid Response Team Members	Cafe, music, refreshments Approx \$300	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 31, 2026	Chronic absenteeism rate has declined when compared to SY 24-25.	10% decrease in chronic absenteeism	
March 31, 2026	Referral rate has decreased by 10% as compared to SY 24-25.	10% decrease in student referral rate. Outreach data at least 50% more than referral data.	
March 31, 2026	CREW implementation is at 95% across all grade levels.	Successful and effective CREW implementation across all grade levels with 100% on indicators being reflected on CREW walkthrough rubric during walkthroughs. At least 20% of increase in the different indicators.	

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

Students who travel or celebrate various holidays during winter break and after may sustain a significant number of absences.

Transportation issues during winter months may result in an increase in student absences or tardiness.

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Key Strategy 5: Staff to Student Check Ins	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Burke/DEB Lead
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IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Select one staff member to highlight during Teacher Appreciation Month. Students will work on this project during CREW.	May 15, 2026	CREW Leaders	Time	
Complete the Panorama Survey—all staff and students are expected to participate.	May 22, 2026	Social studies classroom teacher	Time, laptops	
Celebrate excellent attendance at the end-of-year event! All students with 5 or fewer absences will receive an award and enjoy a special field trip.	June 19, 2026	Rapid response team	People, Time, Monday: approximately \$1,000 (transportation and entrance fee)	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 5, 2026	Staff and students complete Panorama survey.	A 10% increase positively in all categories on the survey.	
Jun 12, 2026	Attendance trending consecutively at 90% or above.	At least 8 weeks of schoolwide attendance of 90% or better.	
June 19, 2025	100% of CREW walkthrough indicators are at 100% completion.	100% on classroom CREW walkthrough indicators.	

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

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

Key Strategy 6: Mult-tiered Systems Support (MTSS)	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Gallagher/Crisafulli
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on the needs assessment, the SCEP team determined MTSS is the appropriate key strategy for this commitment because Panorama data shows our students' perception of sense of belonging is 37%. This shows a decrease of 7% from last year. Additionally, MTSS The Lion Card System was first initiated in the 2023-2024 school. By the end of its second year, 49% of students held either a Gold Card (34%), Platinum Card (8%), or Black Card (8%). This was an overall increase of 6% for card holders overall (increase 5% gold, 2% platinum, 0% black). Attendance and behavior data continue to be the leading factors in students not receiving a card. A root cause of this was determined to be a lack of daily incentives for card holders, as well as a lack of activities for students who do not have a card.

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

To expand the lion card system, we will provide more opportunities to include students who do not have gold, platinum or black card status in order increase their sense of belonging throughout the school through participation in various non-academic and kid-chosen activities. This will increase student buy in to accomplish various achievements regarding behavior attendance and skills for them to reach their fullest potential.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create yearly plan that outlines all activities related to tiered card levels. and create advertisements for Lion Card System to promote engagement and enrollment.	August 28, 2025	MTSS Team	Time, People	
Push into grade level social studies classes to discuss Lion Card System.	September 8-12, 2025	Psychologist, Dean	Time	
Hold Blue Card event- Staff vs Student Basketball & Pep Rally.	September 26, 2025	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	October 8, 2025	MTSS Team	Time, People, Budget (\$200)	
Open enrollment window for Gold Card applications & review applications for memberships. Discuss denied applications with applicants.	October 13-17, 2025	MTSS Team	Time, People	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 30, 2025	Returning Gold Card members will remain constant (9 students)	9 students will maintain their Gold Card status from last year's number of 9 black card members.	
October 17, 2025	At least 25% of school will apply for a Gold Card	At least 25% of school will apply for a Gold Card via Lion card application.	

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

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Gold Card members in September will be students who received their Black Card membership in the 2024-2025 school year

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Key Strategy 6: Multi-Tiered Systems of Support (MTSS)	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Gallagher/ Crisafulli
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Open enrollment window for Gold & Platinum card applications & review applications for memberships. Discuss denied applications with applicants.	November 11-14, 2025	MTSS Team	Time, People	
Hold raffle for Blue Card members.	November 18, 2025	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	November 19, 2025	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Platinum Card members- trip to the zoo.	November 21, 2025	MTSS Team	Time, People, Budget (\$100)	
Open enrollment window for Gold Card applications & review applications for memberships. Discuss denied applications with applicants.	December 8-12, 2025	MTSS Team	Time, People	
Hold monthly incentive for Platinum Card members- trip to Southwest Community Center for swimming.	December 9, 2025	MTSS Team	Time, People, Budget (\$100)	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	December 16, 2025	MTSS Team	Time, People, Budget (\$200)	
Hold Blue Card event- Staff vs Student Basketball.	December 17, 2025	MTSS Team	Time, People	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
November 14, 2025	100% of Gold Card members will be promoted to Platinum Card.	9 students will be promoted to Platinum Card membership based on new platinum applications.	
December 12, 2025	Gold Card membership will increase from 34% ('24-'25) to 39%.	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 upon receiving card

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Key Strategy 6: Multi-Tiered Systems of Support (MTSS)	SY2526 PD Plan [Syracuse STEM @ Blodgett].xlsx	School Lead: Gallagher/Crisafulli
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To expand the lion card system, we will provide more opportunities to include students who do not have gold, platinum or black card status in order increase their sense of belonging throughout the school through participation in various non-academic and kid-chosen activities. This will increase student buy in to accomplish various achievements regarding behavior attendance and skills for them to reach their fullest potential.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Education Day at Syracuse Women's Basketball Game for all Gold Card Members.	January TBD	MTSS Team	Time, People	
Open enrollment window for Gold, Platinum, & Black card applications and review applications for memberships. Discuss denied applications with applicants.	January 12-16, 2026	MTSS Team	Time, People	
Hold raffle for Blue Card members.	January 21, 2026	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	January 22, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Platinum Card members- trip to MOST.	January 27, 2026	MTSS Team	Time, People, Budget (\$350)	
Hold monthly incentive for Black Card members- movie at Salt Space.	January 30, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold Blue Card event- SYPD Basketball.	February 6, 2026	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	February 10, 2026	MTSS Team	Time, People, Budget (\$200)	
Open enrollment window for Gold Card applications & review applications for memberships. Discuss denied applications with applicants.	February 23-27, 2026	MTSS Team	Time, People	
Hold monthly incentive for Platinum Card members- Swimming at SWCC.	February 24, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Black Card members- trip to Strong Museum of Play.	February 26, 2026	MTSS Team	Time, People, Budget (\$2000)	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	March 12, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Platinum Card members- tie dye activity.	March 16, 2026	MTSS Team	Time, People, Budget (\$500)	
Hold monthly incentive for Black Card members- trip to Wonder Works.	March 25, 2026	MTSS Team	Time, People, Budget (\$1500)	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
January 16, 2026	Gold Card membership will increase in Q2 from 39% to 45%.	Additional 6% increase in Gold Card members for Q3 based on gold card applications.	
January 16, 2026	Platinum Card membership will increase in Q2 from 8% to 15%.	7% increase in Platinum Card members for Q3 based on platinum card applications.	
January 16, 2026	50% of Q2 Platinum Card members will be promoted to Black Card.	50% promotion rate from Q2 to Q3 based on promotion applications.	
February 27, 2026	Gold Card membership will increase in Q3 from 45% to 50%.	5% increase in Gold Card members for Q3 based on lion card gold application.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
<p>*New Platinum Card Members- receive STEM water bottle or sunglasses</p>

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IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Open enrollment window for Gold, Platinum, & Black card applications & review applications for memberships. Discuss denied applications with applicants.	April 6-10, 2026	MTSS Team	Time, People	
Hold raffle for Blue Card members.	April 14, 2026	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	April 15, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Platinum Card members- trip to Southwest Community Center for swimming.	April 21, 2026	MTSS Team	Time, People, Budget (\$100)	
Hold monthly incentive for Black Card members- students receive customized clothing.	April 30, 2026	MTSS Team	Time, People, Budget (\$800)	
Open enrollment window for Gold card applications & review applications for memberships. Discuss denied applications with applicants.	May 4-8, 2026	MTSS Team	Time, People	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	May 12, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold Blue Card event- Fire Department Basketball.	May 15, 2026	MTSS Team	Time, People	
Hold monthly incentive for Platinum Card members- outdoor picnic & yard games.	May 21, 2026	MTSS Team	Time, People, Budget (\$1500)	
Hold monthly incentive for Black Card members- trip to NYC.	May 28-29, 2026	MTSS Team	Time, People, Budget (\$10,000)	
Hold monthly incentive for Platinum Card members- trip to Skaneateles Boat Tour.	June 3, 2026	MTSS Team	Time, People, Budget (\$2000)	
Hold monthly incentive for Gold Card members- open gym, crafting, movie & popcorn.	June 12, 2026	MTSS Team	Time, People, Budget (\$200)	
Hold monthly incentive for Black Card members- dinner trip.	June 16, 2026	MTSS Team	Time, People, Budget (\$1000)	
Hold Blue Card event- End of Year Carnival.	June 23, 2026	MTSS Team	Time, People, Budget (\$2000)	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 14, 2026	At least 10 of the blue card members who won a raffle will have earned a gold card.	At least 10 of the blue card members who won a raffle prize will have earned a gold card.	
June 23, 2026	Less than 15% of students with a card will have been demoted to a prior card level throughout the school year.	Less than 15% of students with a card will have been demoted to a prior card level throughout the school year based on lion card student data.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning
<p>*New Platinum Card Members- receive STEM water bottle or sunglasses</p> <p>*New Black Card Members- receive STEM clothing</p>

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 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	44% Strongly agree	50%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	56% strongly agree	60%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	33% strongly agree	40%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	33% strongly agree	40%	
5	It was evident that our school focused on numeracy and literacy.	44% strongly agree	50%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	33% strongly agree	39%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	44% strongly agree	50%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	33% strongly agree	39%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	22% strongly agree	28%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	22% strongly agree	28%	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	20% Favorable	30%	
2	How often are people disrespectful to others at your school? (SC1)	19% Favorable	9%	
3	How often do students get into physical fights at your school? (SC2)	16 % Favorable	10%	
4	How likely is it that someone from your school will bully you online? (SC3)	64% Favorable	54%	
5	How often do you worry about violence at your school? (SC4)	43% Favorable	33%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	43% Favorable	33%	
7	How much support do the adults at your school give you? (SB2)	46% Favorable	56%	
8	Overall, how much do you feel like you belong at your school? (SB4)	43% Favorable	53%	
9	How excited would you be to have your teacher again? (TSR1)	37% Favorable	47%	

10	How respectful is your teacher towards you? (TSR4)	61% Favorable	71%	
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	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 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)			
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)			
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)			
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)			
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)			
6	To what extent do you think that children enjoy going to your child's school? (SC1)	63% Favorable		
7	How motivating are the classroom lessons at your child's school? (SC2)			
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	36% Favorable		
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	27 % Favorable		
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	36 % Favorable		

EVIDENCE-BASED INTERVENTION

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

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

State-Supported Evidence-Based Interventions

Mark "X" if the school
will implement this in
25-26

<u>Align High School and College Courses to Increase Post-Secondary Transition Outcomes</u>	
<u>Community Schools</u>	
<u>Elementary School Looping</u>	
<u>Establish an Early Warning Intervention and Monitoring System</u>	
<u>Evidence-Based Instructional Methods</u>	x
<u>Expanding access to high-quality Out-of-School-Time programs</u>	
<u>High-Quality Instructional Materials</u>	x
<u>High-Quality Tutoring</u>	
<u>Incoming Student Induction Programs and Summer Bridge Programs</u>	
<u>Instructional Coaching</u>	x
<u>Middle School Flexible Scheduling</u>	
<u>Multi-Tiered System of Supports – Integrated (MTSS-I)</u>	x
<u>Ongoing Job-Embedded Professional Development</u>	x
<u>Principal Leadership Development</u>	x
<u>Professional Learning Communities</u>	x
<u>Restorative Practices</u>	x

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Dr. Harry Valentin	Principal	4/16	4/28	4/2 4/23	4/21 4/22 4/23 4/24		5/5 5/7 5/28 5/30	5/8-5/30
Ashley Burke	Admin Intern	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Leeza Roper	DEB Lead/8 th ELA	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
David Wood	Librarian	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Olivia Mulvaney	7 th ELA	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Tiara Love	7 th Math	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Kayla Cornelius	Special education	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Livez Perez Fuentes	Parent	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Eddie Kirby II	Parent	4/16	4/28	4/2 4/23	4/4	4/21 4/22	5/5 5/7	5/8-5/30

SCEP Development Team

						4/23 4/24	5/28 5/30	
Patricia Chamblee	Health/Chief STA Rep	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
John Malague	8 th Social Studies	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Vani Nair	8 th Math	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Michelle Walker	School Counselor	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Yanetta Mathis	Social worker	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Rhodara Abu Fadl	6 th ELA	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30
Kayla Gallagher	School psychologist	4/16	4/28	4/2 4/23	4/4	4/21 4/22 4/23 4/24	5/5 5/7 5/28 5/30	5/8-5/30

LEARNING AS A TEAM

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

Student Interviews

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

Are the trends consistent across multiple stakeholders' groups?

- **Sense of Safety:** Both groups expressed concerns about student safety. Families mentioned their children doesn't always feel safe, and students mentioned issues like fighting and negative peer and staff interactions
- **Respectful Relationships:** Families highlighted concerns about respect. They state that there is inconsistent respect between staff and students, while students express feelings only somewhat connected or not connected at all to adults. On the bright side, families feel positive about their interactions between staff, noting that we are doing well with communicating with respect to the family.
- Both groups want a **more supportive, kind, and understandable environment.** Students asked for less fights, more kindness, and better treated. Families followed this up by suggesting clearer consequences for behavior and more positive reinforcement like trips, clubs, and community connections.

Are there trends that differ across stakeholders' groups?

- **Teacher Engagement:** Students reported varying levels of teacher enthusiasm; however, families generally felt the school provides a solid learning environment.
- **School Communication:** Most families felt the communications somewhat well, while the students' data suggest they may not feel as if they were heard or supported in the school culture conversations.
- **Belonging:** Families didn't express much concern about belonging, but the student responses demonstrate a significant number do not feel like they belong or are connected to the staff or each other.

What did we learn from reviewing this data that we did not know before?

- There is a **deep disconnect** between students and staff than perceived
- **Lack of safety and respect** among peers is more widespread than isolated incidents suggest
- Students want **emotional support and fairness.** There is a need for restorative practices and social emotional learning.

After reviewing our interview data, what questions remain that we want to explore further?

- How can we better support students who feel disconnected or unsafe?
- What specific actions can staff take to build authentic, positive relationships with students?
- Which school policies are perceived as unfair and how can we make them more transparent and inclusive?
- What are the root causes of disrespect or lack of empathy among students? How can we address them earlier in the school year?
- Are there identity-based or cultural factors influencing students' sense of belonging?
- How can we be clear with our initiatives and expectations of the school with students, families, and staff?

Recommendations for 2025-2026 SCEP

- **Build Stronger Relationships with students and families**

- o Train staff in culturally response and trauma-informed teaching
- **Strengthen Safety and Behavior Systems:**
 - o Clarify roles and consequences through a restorative and student-focused practices
 - o Create a new behavior hierarchy and co-create behavior norms with student input
- **Enhance Student voice**
 - o Utilize student council more for forums and get regular student feedback. Students should be involved in climate decisions
- **Professional Development**
 - o Offer SEL, de-escalation, restorative practices, and equity in discipline
 - o Focus on staff reflections on student respect and empathy. The goal is to be positive with our thinking and approach
- **Improve Physical Environment**
 - o Showcase student created art and affirmations throughout the school
 - o Address areas of discomfort that impact the students' experiences
- **Communicate Positively**
 - o Increase proactive outreach about student success
 - o Celebrate progress in climate goals publicly

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.

We have specifically targeted our two lowest performing subgroups, special education and English language learners, in order to ensure that their needs are kept at the forefront of every lesson plan, curriculum unpacking and professional learning community.