



# 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Meachem Elementary School	James Dow	PreK-5	LSI

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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	James Dow	Principal
2	Kevin Murphy	Vice Principal
3	Sheila Gaughan	PYP Coordinator
4	Danielle Waldon	Instructional Coach
5	Colleen Lance	Special Ed. Teacher 12:1
6	Olivia Shaw	3 <sup>rd</sup> Grade Teacher
7	Michael Spring	Student Support TA
8	Jonathan Lamon	4 <sup>th</sup> Grade Teacher
9	Emily Mohr	Teaching Assistant
10	Tiffany Mackey	Kindergarten Teacher
11	Elizabeth Abdo	Special Ed. Consultant Teacher
12	Susan Johnson	AIS Teacher
13	Nadine Sansone	Social Worker
14	Rachel Cockrum	Parent
15		
16		
17		
18		
19		
20		
21		
22		

# Table of Contents – Bookmark Links

## Overview Page

p. 3

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

---

## Academic Commitment #1

p. 4 - 11

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

---

## Academic Commitment #2

p. 12 - 19

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

---

## Attendance Commitment

p. 20 - 27

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

---

## Student Supports Commitment

p. 28 - 35

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

## End of Year Survey

p. 36 - 37

## SCEP Development Team Participation

p. 38

## OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	38.2 Percent of Students Proficient on 2024-25 NYS ELA Assessment/NWEA DIBELS: TBD
2	Math	35.7 Percent of Students Proficient on 2024-25 NYS Math Assessment/NWEA
3	Chronic Absenteeism	Decrease Chronic Absenteeism Rate from 44.9% to 25.0% Increase Daily Attendance to 90% or higher
4	ELP	NA
5	Graduation Rate / Other / Optional	

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

### School Identified Key Strategies (Maximum of 8)

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

	Commitment	Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	<b>Accountable Talk</b> E
		2	<b>Effective Unit &amp; Lesson Planning</b> E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	<b>Effective PLC Implementation</b> E
		2	<b>Family and Student Engagement with Academic Data</b> N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>Implementing an Effective Attendance Team</b> E
		2	<b>Promoting Student Voice &amp; Student Leadership</b> E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Multi-Tiered System of Support</b> E
		2	<b>Social Emotional Learning</b> 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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Danielle Waldon
---	-------------------------------------

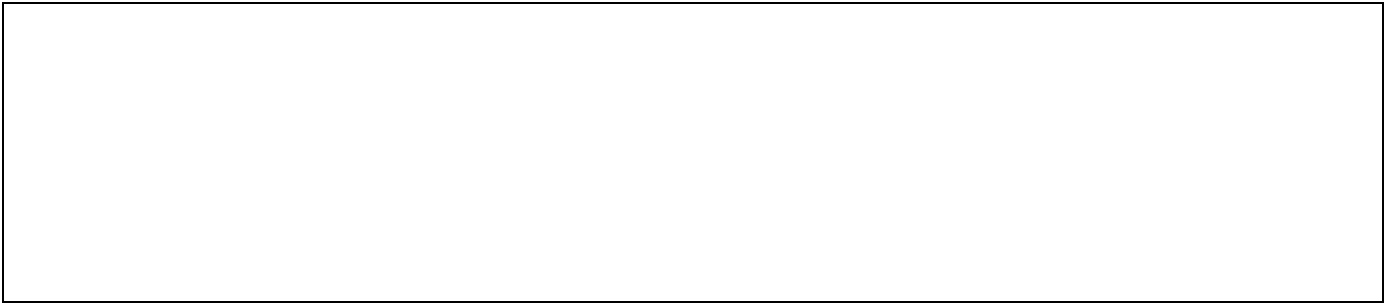
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In our current state at Meachem for Accountable Talk, about 75% of our classrooms use basic accountable talk moves such as turn and talks and thumbs up and down but the actual conversations

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
09/16/24-10/16/24	Providing Training on Accountable Talk for new staff and provide teachers with the resources and tools from IFL	D. Waldon-D. Waldon and impact	Use PLC/PD time for training in September	
09/16/24-10/16/24	Provide Accountable Talk “refresher” course for staff who have previously been trained in accountable talk and	D. Waldon-D. Waldon and impact	Use PLC/PD time for training in September	
10/1/24-10/16/24	Collect baseline accountable talk data in classrooms to assess our current state. Review the data with teachers	D. Waldon-instructional coach and	Create a schedule to collect baseline data and review the data with	
10/17/24/10/31/24	Create a walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers completed by the instructional coach and administration	D. Waldon and Mr. Dow and Mr. Murphy	Create a monthly walk-through schedule and provide feedback to	
10/17/24-10/31/24	Analyze data trends based on walk- through data and provide coaching cycles to teachers as needed.	D. Waldon and Mr. Dow, and Mr. Murphy	Review data on school mint grow and identify teachers who need further coaching support	
10/17/24/10/31/24	Teachers will provide self-reflection on their accountable talk goal and come up with next steps.	Meachem Teachers	Review self-reflection goal during PLC/PD time and come up with next steps.	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
10/31/24	After providing teachers with accountable talk training teachers will	Increase in student-student discourse in the classroom using accountable	
10/31/24	Doing regularly scheduled accountable talk walk throughs will	We are hoping to see an increase from baseline data-more student-led	
10/31/24	Teachers self-reflect on their goals	We are hoping to see an increase from baseline data- that students will take	

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



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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Danielle Waldon
---	-------------------------------------

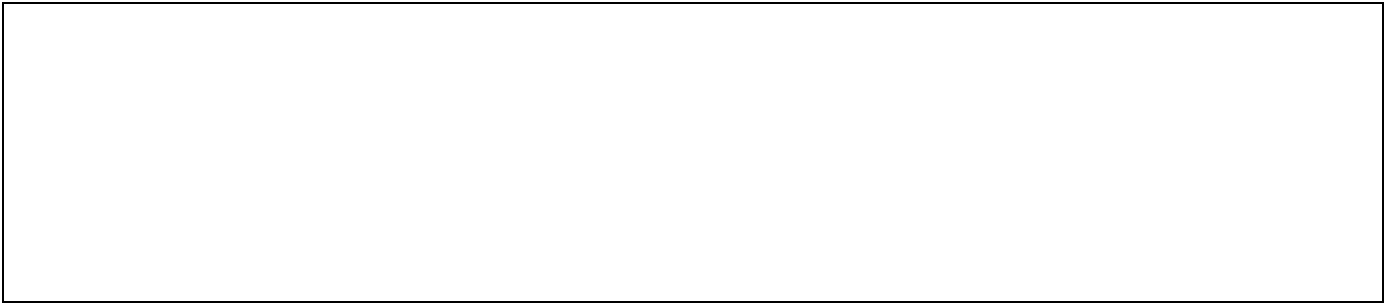
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In our current state at Meachem for Accountable Talk, about 75% of our classrooms use basic accountable talk moves such as turn and talks and thumbs up and down but the actual conversations between student to student remain basic. We would like to focus on student-to-student discourse and the

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/4/24-12/20/24	Provide Additional Training on Accountable Talk for staff during PLC time and/or morning PD time based on needs	D. Waldon-instructional	During PLC time or PD time based on teacher needs	
11/4/24-12/20/24	Continue to work on teacher's accountable talk goals and give them time to reflect and support them with meeting	D. Waldon J. Dow K. Murphy	During PLC/grade level meeting times meet with teachers to reflect on their	
11/4/24-12/20/24	Continue walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers	D.Waldon J.Dow K. Murphy	Create a monthly walk-through schedule and provide feedback to	
11/4/24-12/20/24	Analyze data trends based on walk- through data and provide coaching cycles to teachers as needed.	D. Waldon J. Dow K. Murphy	Review data on school mint grow and identify teachers who need further	
11/4/24-12/20/24	Reflection and share out among staff on successful exemplars of Accountable Talk. School celebration of	D. Waldon Teachers	During PLC time share exemplars and set goals for second half of the year	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/20/24	teachers will continue accountable talk training and will make attainable goals.	Student-student discourse in the classroom using accountable talk	
12/20/24	Doing regularly scheduled accountable talk walk throughs will provide	We are hoping to see more student-led conversations in the classroom	
12/20/24	Teachers self-reflect on their goals	Teachers will reflect on their current goal and adjust the goal as needed	

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



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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Danielle Waldon
---	-------------------------------------

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

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In our current state at Meachem for Accountable Talk, about 75% of our classrooms use basic accountable talk moves such as turn and talks and thumbs up and down but the actual conversations

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/6/25-3/28/25	Provide any Additional Training on Accountable Talk for staff (PLC’s and/or staff PD’s) and provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse.	D. Waldon- instructional coach and impact coaches (Names TBD depending on who gets assigned to Meachem	During PLC/PD time provide additional training based on needs and feedback from teachers	
1/6/25-3/28/25	Collect accountable talk mid- year data in classrooms to assess our current state and compare to baseline data. Review the data with teachers and give them time to reflect/create an accountable talk goal (this might be a new goal or an extension to their goal set in the fall).	D.Waldon J. Dow K. Murphy Impact coachesn (TBD) Teachers	Impact coaches (TBD) and D.Waldon will collect mid-year accountable talk data. We will review the data with teachers during PLC time	
1/6/25-3/28/25	Continue walk throughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the instructional coach.	D. Waldon J. Dow K. Murphy	Continue with monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals	
1/6/25-3/28/25	Analyze data trends based on walk-through data and provide coaching cycles to teachers as needed.	D. Waldon J. Dow K. Murphy	Review data on school mint grow and identify teachers who need further coaching support	
1/6/25-3/28/25	Teachers will provide self-reflection on their accountable talk goal and come up with next steps.	D. Waldon Teachers	During PLC time, teachers will reflect on their current goal and adjust it as needed.	



**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/28/24	teachers will continue accountable talk training and will adjust their goals as	Student-student discourse in the classroom using accountable talk	
3/28/24	Doing regularly scheduled accountable talk walk throughs will provide	We are hoping to provide teachers with feedback to support their goal	
3/28/24	Teachers self-reflect on their goals Teachers will share out among staff on	Teachers will reflect on their current goal and adjust the goal as needed	

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

--

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Danielle Waldon
---	-------------------------------------

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

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In our current state at Meachem for Accountable Talk, about 75% of our classrooms use basic accountable talk moves such as turn and talks and thumbs up and down but the actual conversations between student to student remain basic. We would like to focus on student-to-student discourse and the

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
04/01/25-06/24/25	Reflect on previous PD offered to staff and Provide any Additional Training on Accountable Talk for staff (PLC’s and/or staff PD’s) and provide teachers with the resources	D.Waldon Impact (TBD)	During PLC/PD time provide additional training based on needs and	
04/01/25-06/24/25	Continue with walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers	D.Waldon J. Dow	Continue with monthly walk-through schedule and provide feedback to	
04/01/25-06/24/25	Collect EOY accountable talk data in classrooms. Review the data along with EOY dibels, NWEA, and CER data (in grades 3-5) to see if there is a correlation between increased meaningful student discourse and increased academic	D. Waldon impact coaches (TBD)	D. Waldon and impact coaches will collect the data. During PLC/PD time,	
04/01/25-06/24/25	EOY celebration and goal setting for 2025-26. Integrate Accountable Talk into 2025-26 SCEP	D. Waldon Teachers SLT members	SECP planning with SLT to reflect on accountable talk goals and next steps for	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
May-June	EOY data collection for accountable talk. We will also review the NWEA,	Increase in Accountable Talk, NWEA, Dibels, and CER from fall baseline	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

**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.

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

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

- The continued integration of the Primary Years Programme (PYP) at Meachem acts as an indicator to shift priority on to unit and lesson planning.
- As we progress in our involvement with PYP, we need to continue to work to ensure our SCSD units align

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

- The unit planning PYP template is new for 2023-2024 school year and is very clear to support teacher planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. Unit planning will focus on Next Generation learning standards and the components of the PYP

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
June 2024	<ul style="list-style-type: none"> <li>• Reflecting upon units planned and delivered in 2023-2024 School year</li> </ul>	S. Gaughan, Admin, D. Waldon,		
7/1-8/15/2024	<ul style="list-style-type: none"> <li>• Continue unit planning by grade level...depending on budget and availability of the <b>full grade level team</b></li> </ul>	S. Gaughan, Admin, D. Waldon,	Summer budget, S. Gaughan and grade-level team member	
August 29, 2024	Share expectations/requirements for lesson planning at Meachem	J. Dow, K. Murphy		
July 1 – November 1 2024	Use SCSD provided curriculum, NGSS standards, and PYP lens to plan, teach, and reflect on the first unit for each grade level <ul style="list-style-type: none"> <li>• Teachers will plan the unit using the unit planner developed by S. Gaughan</li> <li>• Teachers will plan and implement daily instruction aligned with the essential lesson planning components shared by Meachem leadership</li> </ul>	S. Gaughan, teachers, D. Waldon	PLC time	
October 3-4 2024	Receive PYP consultant visit from Mondrea Mitchell to check overall PYP progression (10/3 and 10/4)	S. Gaughan, M. Mitchell, teachers		
9/18/24-10/31/24	Continue walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers completed by the instructional coach based on goals that teachers have chosen.	S. Gaughan D.Waldon J.Dow K. Murphy	Create a monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals	
October 7-9, 2024	Receive professional development and lesson modeling PYP/Inquiry lessons for teachers, answer questions about implementation	S. Gaughan, M. Mitchell, teachers		

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
-------------	----------------------------	--------------------------------	------------------------------

October 31,	Reflection on first PYP unit taught through a reflection form in grade –	Teachers successfully implementing their first unit	
September	Continued professional development offered during PLC	As concepts are introduced to teachers, there will be follow up and	
September 9 – October	Walkthroughs will be conducted by J. Dow and K. Murphy, S. Gaughan,	We hope to see evidence of planning in instruction and unit/lesson planning	

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

**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.

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

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

- The continued integration of the Primary Years Programme (PYP) at Meachem acts as an indicator to shift priority on to unit and lesson planning.
- As we progress in our involvement with PYP, we need to continue to work to ensure our SCSD units align

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

- The unit planning PYP template is new for 2023-2024 school year and is very clear to support teacher planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. Unit planning will focus on Next Generation learning standards and the components of the PYP

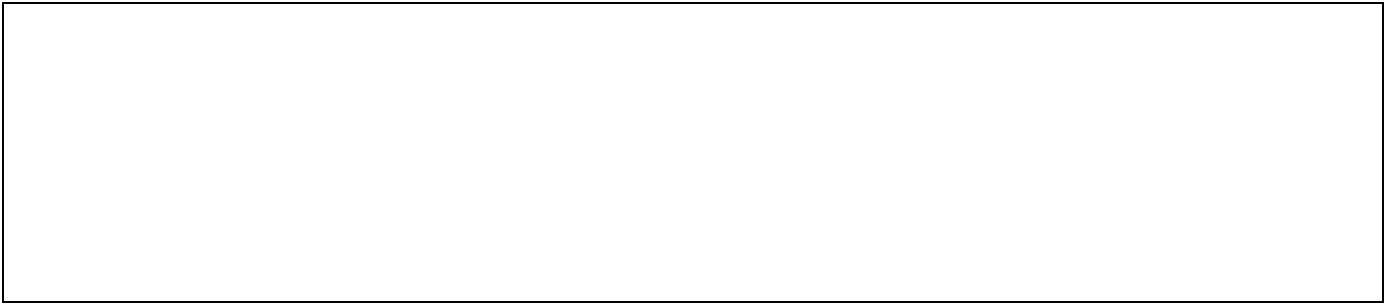
**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
November 1	Use SCSD provided curriculum, NGSS standards, and PYP lens to plan, teach, and reflect on the second unit for each grade level	S. Gaughan, teachers, D. Waldon	PLC time	
November 1- December 20, 2024	Continue walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers	S. Gaughan D.Waldon J.Dow	Create a monthly walk-through schedule and provide feedback to	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
November 1 – December	Reflection on second PYP unit taught through a reflection form in	Teachers successfully implementing their second unit	
November 1- December	Continued professional development offered during PLC	As concepts are introduced to teachers, there will be follow up and	
November 1 – December 20, 2024	Walkthroughs will be conducted by J. Dow, K. Murphy, S. Gaughan, and D. Waldon using template, including “look fors” in relation to unit and lesson planning	We hope to see an increase in evidence of planning in instruction and unit/lesson planning materials	

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



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

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

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

- The continued integration of the Primary Years Programme (PYP) at Meachem acts as an indicator to shift priority on to unit and lesson planning.
- As we progress in our involvement with PYP, we need to continue to work to ensure our SCSD units align

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

- The unit planning PYP template is new for 2023-2024 school year and is very clear to support teacher planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. Unit planning will focus on Next Generation learning standards and the components of the PYP

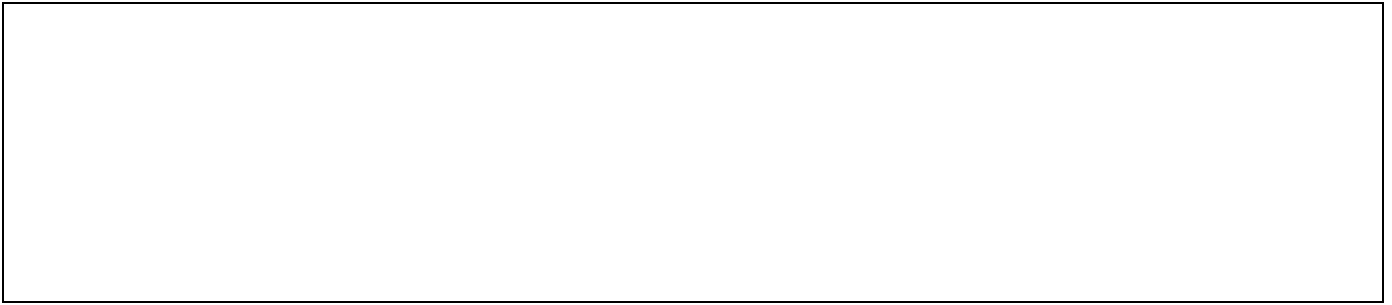
**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
January 6-March 31, 2025	Use SCSD provided curriculum, NGSS standards, and PYP lens to plan, teach, and reflect on the third unit for each grade level	S. Gaughan, teachers, D. Waldon	PLC time	
January 6-March 31, 2025	Continue walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual	S. Gaughan D.Waldon J.Dow	Create a monthly walk-through schedule and provide feedback to	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
January 6-March 30,	Reflection on third PYP unit taught through a reflection form in grade –	Teachers successfully implementing their third unit	
January 6-March 30,	Continued professional development offered during PLC time by D.	As concepts are introduced to teachers, there will be follow up and	
January 6-March 30,	Walkthroughs will be conducted by J. Dow, K. Murphy, S. Gaughan, and D.	We hope to see an increase in evidence of planning in instruction	

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





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

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

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

- The continued integration of the Primary Years Programme (PYP) at Meachem acts as an indicator to shift priority on to unit and lesson planning.
- As we progress in our involvement with PYP, we need to continue to work to ensure our SCSD units align

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

- The unit planning PYP template is new for 2023-2024 school year and is very clear to support teacher planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. Unit planning will focus on Next Generation learning standards and the components of the PYP

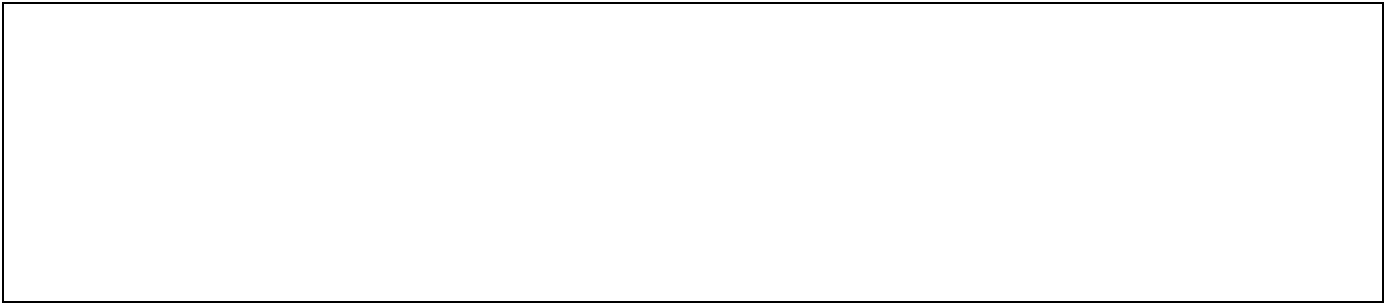
**IMPLEMENTATION PLAN (APRIL – JUNE)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 1- May 30, 2025	Use SCSD provided curriculum, NGSS standards, and PYP lens to plan, teach, and reflect on the fourth unit for each grade level	S. Gaughan, teachers, D. Waldon	PLC time	
April 1- June 2025	Continue walk-through schedule and complete walk through according to the schedule and provide written feedback at least once a month to individual teachers	S. Gaughan D.Waldon J.Dow	Create a monthly walk-through schedule and provide feedback to	
June 9- June 20, 2025	EOY Reflection on Unit/Lesson Planning Strategy. Setting goals for 2025-26	S. Gaughan D. Waldon	PLC’s	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
April 1- May 30,	Reflection on fourth PYP unit taught through a reflection form in grade –	Teachers successfully implementing their third unit	
April 1- May 30,	Continued professional development offered during PLC time by D. Waldon	As concepts are introduced to teachers, there will be follow up and	
April 1- May 30,	Walkthroughs will be conducted by J. Dow, K. Murphy, S. Gaughan, and D.	We hope to see an increase in evidence of planning in instruction	

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



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

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> James Dow
---	-------------------------------

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

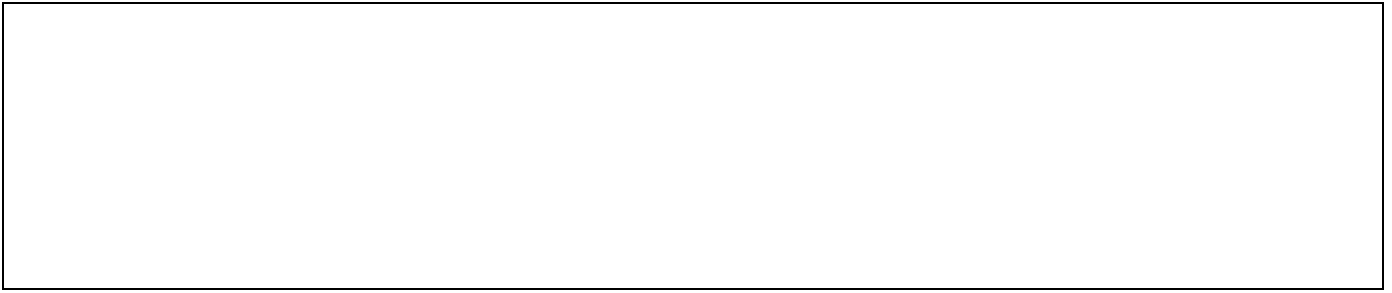
**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
PLCs were implemented in 2023-24 with 4 question strategies. We plan to build on this practice for more effectiveness resulting in academic growth for all our students.

\*Person responsible for each action steps is in bold

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
August (8/1/24)	-Plan the first quarter PLC calendar aligned to school	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon	Meet during August Budget for staff time	
September- October (9/1/24- 10/1/24)	Implement PLC calendar with weekly grade level bands. -Create common assessments -4 Question Data Protocol	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan	Classroom coverage protocols continued from 2023-24.	
September- October (9/4/24- 10/31/24)	Monitor PLC’s for Effectiveness -Walk –throughs -Data monitoring (NWEA, DIBELS. Common Assessments	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan	Walk-through calendar and protocols continued from 2023-24.	
October (10/21/24- 11/1/24)	Reflect and Adjust - Feedback from teachers - Adjust needs for PLC	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan		
October (10/21/24- 11/1/24)	-Plan the second quarter PLC calendar aligned to school mission, vision, values, and goals.	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon		

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
August/ September	PLC Calendar created	All staff are aware of responsibilities and roles.	
September/ October	Use of the 4 Question data protocol throughout PLCS	-All Essential standards identified PLC meetings using 4 question	
October	October: We will have baseline data from walk-throughs	100% of teachers implementing interventions strategies	

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> James Dow
---	-------------------------------

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

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 PLCs were implemented in 2023-24 with 4 question strategies. We plan to build on this practice for more effectiveness resulting in academic growth for all our students.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
November- December (11/1/24- 12/31/24)	Implement PLC calendar with weekly grade level bands.	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon	Meet during October Budget for staff time	
Beginning of November (11/1/24)	Data meetings with administrators and individual teachers	<b>Mr. Dow</b> Mr. Murphy Mrs. Waldon	Create template for teachers to fill out prior to meeting	
November- December (11/1/24- 12/31/24)	Monitor PLC’s for Effectiveness -Walk –throughs -Data monitoring (NWEA, DIBELS. Common Assessments)	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan	Walk-through calendar and protocols continued from 2023-24.	
December (12/9/24- 12/20/24)	Reflect and Adjust - Feedback from teachers	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan		
December (12/9/24- 12/20/24)	-Plan the third quarter PLC calendar aligned to school mission, vision, values, and goals.	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon		

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
November -	Progress monitoring for NWEA, DIBELS, and common assessments.	100% of students complete assessments.	
November	Administrative data meetings	100% of teachers meet with administrators to reflect on data and	

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

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

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** James Dow

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

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

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

PLCs were implemented in 2023-24 with 4 question strategies. We plan to build on this practice for more effectiveness resulting in academic growth for all our students.

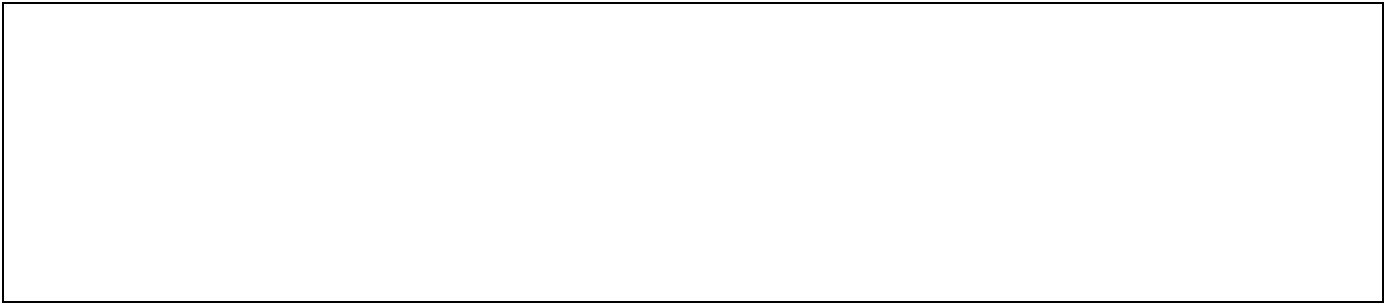
**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January –	Implement PLC calendar with weekly grade level bands. -Create common assessments	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon	Meet during December Budget for staff time	
Beginning of January	Data meetings with administrators and individual teachers	<b>Mr. Dow</b> Mr. Murphy Mrs. Waldon	Create template for teachers to fill out prior to meeting	
January-March	Monitor PLC’s for Effectiveness -Walk –throughs -Data monitoring (NWEA, DIBELS. Common Assessments	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan	Walk-through calendar and protocols continued from 2023-24.	
January 13-17	Reflect and Adjust - Feedback from teachers - Adjust needs for PLC	<b>Mr. Dow</b> Mr. Murphy Ms. Gaughan		
January 27-31	Meetings with Grades 3-5 to review academic data and NWEA projections to set small group intervention plan.	<b>Mr. Murphy</b>		
March 24-28	-Plan the fourth quarter PLC calendar aligned to school mission, vision, values, and goals. -Assign responsibilities/roles	<b>Mr. Dow</b> Mr. Murphy Ms. Waldon		

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
January	Progress monitoring for NWEA, DIBELS, and common assessments.	100% of students complete assessments.	
March	Administrative data meetings	100% of teachers meet with administrators to reflect on data and	

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



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

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** James Dow

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

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

PLCs were implemented in 2023-24 with 4 question strategies. We plan to build on this practice for more effectiveness resulting in academic growth for all our students.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

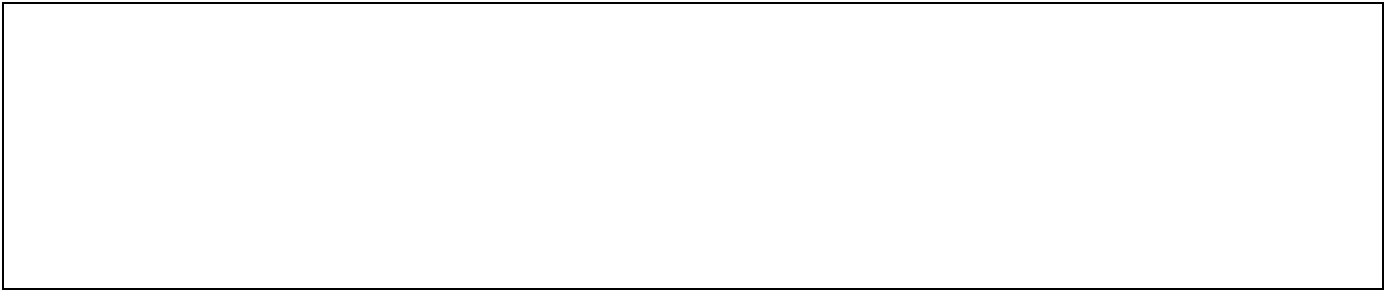
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April- June	Implement PLC calendar with weekly grade level bands. -Create common assessments -4 Question Data Protocol	Mr. Dow Mr. Murphy Ms. Waldon	Meet during March Budget for staff time	
Beginning of April	Data meetings with administrators and individual teachers	Mr. Dow		
April - May	Implementation of small group interventions grades 3-5	Mr. Dow Mr. Murphy		
June 2-6	Data meeting with grade level teams to reflect on end of year data and placement for the following year.	Mr. Murphy		
June 9-13	Data meeting with staff to reflect on end of year NWEA, DIBELS, and common assessments and begin setting goals for 2025-26 school year.	Mrs. Waldon		

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April -	Progress monitoring for NWEA, DIBELS, and common assessments.	100% of students complete assessments.	
Beginnin	Administrative data meeting/reflection and goal setting for next year	100% of teachers meet with administrators to reflect on data and	
April- June	Grade 3-5 Small Group Interventions Measurement for Effectiveness	Grade 3-5 students are showing growth in NWEA and Common	

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





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

<b>Key Strategy 2: Family and Student Engagement with Academic Data</b>	<b>School Lead: Kevin Murphy</b>
---	----------------------------------

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

- Data from the NWEA end of year window shows that 16% of our students are on or above grade level for ELA and the same for math. Engaging our families and students in the work necessary to bring all of our

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

- Meachem piloted Academic Parent Teacher Teams with Kindergarten and 2<sup>nd</sup> grade in the 22-23 school year. Although the participation wasn’t what we wanted it to be, those students whose families

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

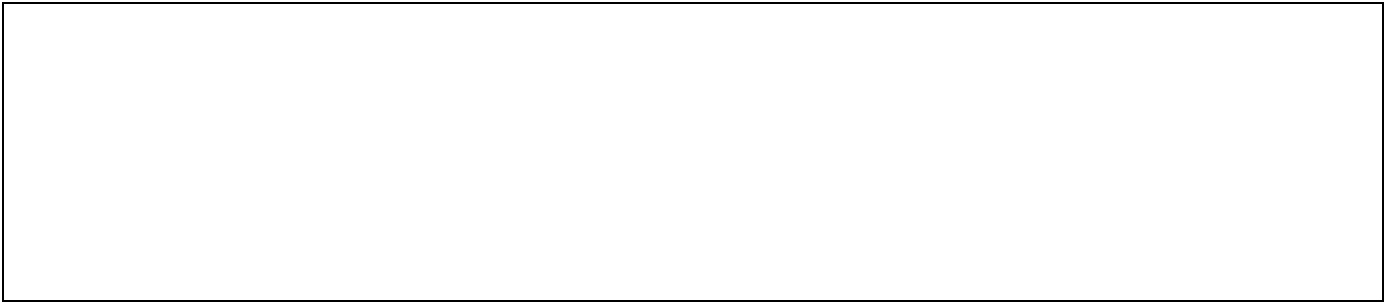
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/15/2024		Administration	time	
8/15/202	Establish a student data binder protocol for each grade level that is consistent from class to class and grade to	PLT	People, materials	
8/15/2024	Create data template to send home weekly with homework to provide information and consistent language for parents to see and monitor their student’s progress.	Dow/Murphy/ Gaughan/ Waldon	Time, materials	
8/15/202	Create budget for planning, materials, and extension of service for teachers participating in APTT.	Dow/Murphy	budget	
9/16/2024	Set baseline goals for each student for DIBELS and NWEA (ELA/Math)	Teachers	PD	
9/16/2024	Conference with students to establish/communicate goals for the 24-25 school year.	Teachers	time	
9/16/2024	Implement a unified data binder tracking system and tools for: students to set goals, track their progress, reflect, increase ownership of learning.	Teachers	time	
9/30/24	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
10/1/2024	Create PowerPoint presentation for Curriculum night to present APTT to parents.	Dow/Murphy	time	
10/1/2024	Complete DIBELS and NWEA assessments	Teachers	time	

10/10/2024	Collect work packets for home use.	Murphy	materials	
10/10/2024	Flyers/invitations sent home announcing Curriculum Night/APTT	Admin/ Teachers	materials	
10/10/2024	Robo-call providing information for Curriculum Night/APTT	Dow	time	
10/10/2024	Teacher initiated calls/messages home confirming Curriculum Night/APTT.	Teachers	time	
10/10/2024	Build student specific folders with “masked” graphs for each family to use at home with their child.	Murphy	materials	
10/15/2024	Use Curriculum night to host the first APTT and educate families about the process and goals.	Admin/ Teachers	time	
10/31/24	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
10/31/24	Flyers/invitations sent home announcing parent/teacher conferences.	Admin/ Teachers	materials	
10/31/24	Robo-call providing information for parent/teacher conferences	Dow	time	
10/31/24	Teacher initiated calls/messages home confirming parent/teacher conferences.	Teachers	time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Data binder tracking system	100% of classrooms using the system	
10/31/24	Data binder tracking system	85% of students making progress towards previously set goals.	
10/31/24	Parent/Teacher conference sign-ups	Documented communication with 100% of families	

**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.

<b>Key Strategy 2: Family and Student Engagement with Academic Data</b>	<b>School Lead: Kevin Murphy</b>
---	----------------------------------

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

- Data from the NWEA end of year window shows that 16% of our students are in the 61<sup>st</sup> percentile or better (green/blue) for ELA and the same for math. Engaging our families and students in the work

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

- Meachem piloted Academic Parent Teacher Teams with Kindergarten and 2<sup>nd</sup> grade in the 22-23 school year. Although the participation wasn’t what we wanted it to be, those students whose families

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/15/2024	Hold pre-assessment student data conferences to review prior performance and set goals for new testing.	Dow/Murphy	time/PD	
11/25/2024	Complete DIBELS and NWEA assessments progress monitoring	teachers	time	
12/2/24	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
12/4/2024	Collect work packets for home use.	Murphy	materials	
12/4/2024	Build student specific folders with “masked” graphs for each family to use at home with their child.	Murphy	materials	
12/4/2024	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
12/4/2024	Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break.	Admin/ Teachers	materials	
12/4/2024	Robo-call providing information for Academic Parent Teacher Team night	Dow	time	
12/4/2024	Teacher initiated calls/messages home confirming Academic Parent Teacher Team night.	Teachers	time	
12/12/2024	Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home.	Staff	Budget, time, materials	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/12/2024	Data binder tracking system	100% of classrooms using the system	
12/12/2024	Data binder tracking system	85% of students making progress towards previously set goals.	
12/12/2024	Academic Parent Teacher Team sign-ups	Documented communication with 100% of families	
12/12/2024	Academic Parent Teacher Team night	Attended by 75% of families at each grade level.	

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

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

**Key Strategy 2: Family and Student Engagement with Academic Data**

**School Lead: Kevin Murphy**

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

- Data from the NWEA end of year window shows that 16% of our students are in the 61<sup>st</sup> percentile or better (green/blue) for ELA and the same for math. Engaging our families and students in the work necessary to bring all of our students to grade level by 2<sup>nd</sup> grade, will involve a better home/school

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

- Meachem piloted Academic Parent Teacher Teams with Kindergarten and 2<sup>nd</sup> grade in the 22-23 school year. Although the participation wasn’t what we wanted it to be, those students whose families

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/15/2025	Hold pre-assessment student data conferences to review prior performance and set goals for new testing.	Dow/Murphy	time/PD	
1/24/2025	Complete DIBELs and NWEA assessments progress monitoring	teachers	time	
1/31/25	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
2/7/2025	Collect work packets for home use.	Murphy	materials	
2/7/2025	Build student specific folders with “masked” graphs for each family to use at home with their child.	Murphy	materials	
2/7/2025	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
2/7/2025	Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break.	Admin/ Teachers	materials	
2/7/2025	Robo-call providing information for Academic Parent Teacher Team night	Dow	time	
2/7/2025	Teacher initiated calls/messages home confirming Academic Parent Teacher Team night.	Teachers	time	
2/14/2025	Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home.	Staff	Budget, time, materials	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
2/7/2024	Data binder tracking system	100% of classrooms using the system	
2/7/2024	Data binder tracking system	85% of students making progress towards previously set goals.	
2/7/2024	Academic Parent Teacher Team sign-ups	Documented communication with 100% of families	
2/14/2024	Academic Parent Teacher Team night	Attended by 75% of families at each grade level.	

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



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

**Key Strategy 2: Family and Student Engagement with Academic Data**

**School Lead: Kevin Murphy**

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

- Data from the NWEA end of year window shows that 16% of our students are in the 61<sup>st</sup> percentile or better (green/blue) for ELA and the same for math. Engaging our families and students in the work necessary to bring all of our students to grade level by 2<sup>nd</sup> grade, will involve a better home/school

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

- Meachem piloted Academic Parent Teacher Teams with Kindergarten and 2<sup>nd</sup> grade in the 22-23 school year. Although the participation wasn’t what we wanted it to be, those students whose families

**IMPLEMENTATION PLAN (APRIL – JUNE)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
3/14/2025	Hold pre-assessment student data conferences to review prior performance and set goals for new testing.	Dow/Murphy	time/PD	
3/31/2025	Complete DIBELs and NWEA assessments progress monitoring	teachers	time	
3/31/25	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
4/4/2025	Collect work packets for home use.	Murphy	materials	
4/4/2025	Build student specific folders with “masked” graphs for each family to use at home with their child.	Murphy	materials	
4/4/2025	Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress.	Dow/Murphy	time	
4/4/2025	Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break.	Admin/ Teachers	materials	
4/4/2025	Robo-call providing information for Academic Parent Teacher Team night	Dow	time	
4/4/2025	Teacher initiated calls/messages home confirming Academic Parent Teacher Team night.	Teachers	time	
4/11/2025	Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home.	Staff	Budget, time, materials	

6/5/2025	Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break.	Admin/ Teachers	materials	
6/5/2025	Robo-call providing information for Academic Parent Teacher Team night	Dow	time	
6/5/2025	Teacher initiated calls/messages home confirming Academic Parent Teacher Team night.	Teachers	time	
6/12/2024	Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to celebrate the good work and positive gains of their students.	Staff/Families	Budget, time, materials	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/12/2024	Data binder tracking system	100% of classrooms using the system	
6/12/2024	Data binder tracking system	85% of students making progress towards previously set goals.	
6/12/2024	Academic Parent Teacher Team sign-ups	Documented communication with 100% of families	
6/12/2024	Academic Parent Teacher Team night	Attended by 75% of families at each grade level.	

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

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Nadine Sansone</b>
--	------------------------------------

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

- After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year, however, we still have a

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

- Meachem has had an attendance team for a number of years, however, the team as it is currently made up, needs to be reworked in order to further our gains and ensure that all students are in school every day.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/1/2024	<ul style="list-style-type: none"> <li>• Formulate an attendance team,                             <ul style="list-style-type: none"> <li>○ what day/time, how often we meet</li> <li>○ What is each person’s role?</li> <li>○ Who will input the data? How will we use the data to shape our work?</li> <li>○ Who are our community members and when do we utilize them?</li> <li>○ Establish goals</li> </ul> </li> </ul>	Dow Murphy Sansone Archie Rau	time	
8/2/2024	<ul style="list-style-type: none"> <li>• Identify chronically absent students from 23-24 school year</li> </ul>	Sansone	time	
8/9/2024	<ul style="list-style-type: none"> <li>• Send letters to each family telling them what the absentee level is and explaining the importance of daily attendance</li> </ul>	Rau	Time, materials	
9/4/2024	<ul style="list-style-type: none"> <li>○ Make home visits to each family</li> <li>○ Follow up phone calls to each CA family</li> </ul>	Dow Murphy Sansone Archie Rau	time	
8/16/24	<ul style="list-style-type: none"> <li>• Identify and schedule attendance incentives for the 24-25 school year.</li> </ul>	Dow Murphy Sansone Archie Rau	time	
9/3/24	<ul style="list-style-type: none"> <li>• Use part of initial PD days to make sure everyone on the attendance team and staff know how to properly document attendance communication</li> </ul>	Dow Murphy Sansone Archie Rau	Time, PD	
9/13/24	<ul style="list-style-type: none"> <li>• Establish an impact attendance team</li> </ul>	Dow Murphy Sansone	time	
9/3-9/6/24	<ul style="list-style-type: none"> <li>• Attendance team will meet daily the first week of school to assess who has missed, home visits and phones calls will be done.</li> </ul>	Dow Murphy Sansone	time	

9/3/24	<ul style="list-style-type: none"> <li>Attendance incentive will begin the first day of school. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over.</li> </ul>	Sansone	time	
9/27/24	<ul style="list-style-type: none"> <li>Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
9/27/24	<ul style="list-style-type: none"> <li>Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone	budget	
Weekly during	<ul style="list-style-type: none"> <li>Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need</li> </ul>	Dow Murphy Sansone	time	
9/30/24	<ul style="list-style-type: none"> <li>Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who</li> </ul>	Sansone	time	
10/31/24	<ul style="list-style-type: none"> <li>Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
10/31/24	<ul style="list-style-type: none"> <li>Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during October	<ul style="list-style-type: none"> <li>Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>Impact team will meet weekly to review data</li> <li>During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/3/24	Home visit for all previous chronically absent students.	100% visits completed	
9/6/24	Home visits, phone calls, mailed letters make our attendance 90% or	Our attendance percentage is above 90% for the first week of school.	
10/31/24	Fully functional attendance team with weekly meetings.	Office 365 folder with agendas, data, and contact log for each week.	

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

--

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Nadine Sansone</b>
--	------------------------------------

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

- After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year, however, we still have a chronic absentee rate of 40.4%.

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

- Meachem has had an attendance team for a number of years, however, the team as it is currently made up, needs to be reworked in order to further our gains and ensure that all students are in school every day.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
10/31/24	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who</li> </ul>	Sansone	time	
11/26/24	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for</li> </ul>	Sansone	time/materials	
11/26/24	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need</li> </ul>	Dow Murphy Sansone	time	
11/26/24	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who</li> </ul>	Sansone	time	
12/20/24	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
12/20/24	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during December	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>• Impact team will meet weekly to review data</li> <li>• During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>• Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Fully functional attendance team with weekly meetings.	Office 365 folder with agendas, data, and contact log for each week.	
12/20/24	Home visits, phone calls, mailed letters make our attendance 90% or	Our attendance percentage is above 90% for this period of school.	
12/20/24	Chronic Absenteeism rate of less than 30%	Chronic Absenteeism rate of less than 30%	

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

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Nadine Sansone</b>
--	------------------------------------

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

- After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year, however, we still have a chronic absentee rate of 40.4%.

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

- Meachem has had an attendance team for a number of years, however, the team as it is currently made up, needs to be reworked in order to further our gains and ensure that all students are in school every day.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/6/25	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the</li> </ul>	Sansone	time	
1/31/25	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for</li> </ul>	Sansone	time/materials	
1/31/25	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> </ul>	Dow Murphy Sansone	time	
2/3/25	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the</li> </ul>	Sansone	time	
2/28/25	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
2/28/25	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during February	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>• Impact team will meet weekly to review data</li> <li>• During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>• Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	

3/3/25	<ul style="list-style-type: none"> <li>Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over.</li> </ul>	Sansone	time	
3/28/25	<ul style="list-style-type: none"> <li>Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
3/28/25	<ul style="list-style-type: none"> <li>Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during March	<ul style="list-style-type: none"> <li>Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>Impact team will meet weekly to review data</li> <li>During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/28/25	Fully functional attendance team with weekly meetings.	Office 365 folder with agendas, data, and contact log for each week.	
3/28/25	Home visits, phone calls, mailed letters make our attendance 90% or	Our attendance percentage is above 90% for this period of school.	
3/28/25	Chronic Absenteeism rate of less than 30%	Chronic Absenteeism rate of less than 30%	

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



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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Nadine Sansone</b>
--	------------------------------------

- **Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year, however, we still have a chronic absentee rate of 40.4%.

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

- Meachem has had an attendance team for a number of years, however, the team as it is currently made up, needs to be reworked in order to further our gains and ensure that all students are in school every day.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

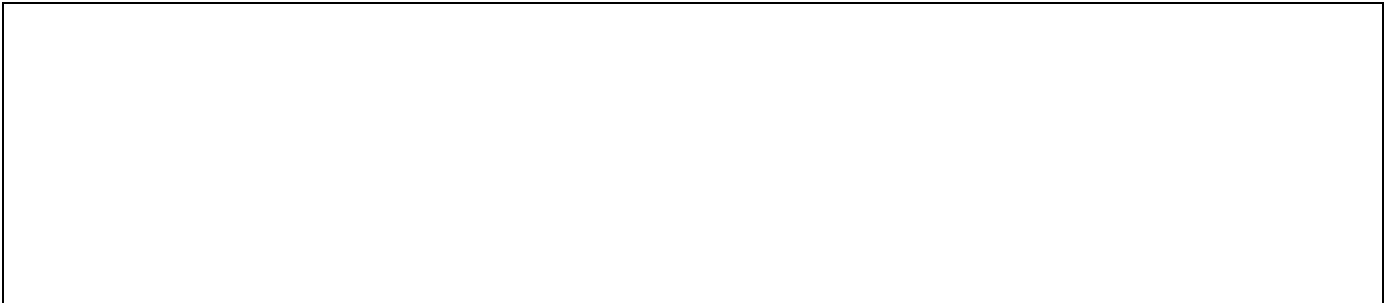
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
4/1/25	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the</li> </ul>	Sansone	time	
4/30/25	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for</li> </ul>	Sansone	time/materials	
4/30/25	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during April	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>• Impact team will meet weekly to review data</li> <li>• During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>• Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	
5/1/25	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over.</li> </ul>	Sansone	time	
5/30/25	<ul style="list-style-type: none"> <li>• Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
5/30/25	<ul style="list-style-type: none"> <li>• Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during	<ul style="list-style-type: none"> <li>• Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> </ul>	Dow Murphy Sansone	time	
5/1/25	<ul style="list-style-type: none"> <li>• Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day</li> </ul>	Sansone	time	

	will be noted. The top 2 classes who receive the most will win a prize once the month is over.			
5/30/25	<ul style="list-style-type: none"> <li>Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
5/30/25	<ul style="list-style-type: none"> <li>Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during May	<ul style="list-style-type: none"> <li>Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>Impact team will meet weekly to review data</li> <li>During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	
6/1/25	<ul style="list-style-type: none"> <li>Attendance incentive will begin the first day of the month. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over.</li> </ul>	Sansone	time	
6/26/25	<ul style="list-style-type: none"> <li>Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement.</li> </ul>	Sansone	time/materials	
6/26/25	<ul style="list-style-type: none"> <li>Attendance team member will go around during lunch to give prize to students that did not miss a day this month.</li> </ul>	Archie Sansone Rau	budget	
Weekly during June	<ul style="list-style-type: none"> <li>Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support.</li> <li>Impact team will meet weekly to review data</li> <li>During morning meeting assembly, 1 student will receive a bookbag for coming to school everyday the following week.</li> <li>Attendance team will create an incentive with each student who is at risk for being chronic</li> </ul>	Dow Murphy Sansone Archie Rau	time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/25	Fully functional attendance team with weekly meetings.	Office 365 folder with agendas, data, and contact log for each week.	
6/26/25	Home visits, phone calls, mailed letters make our attendance 90% or higher	Our attendance percentage is above 90% for this period of school.	
6/26/25	Chronic Absenteeism rate of less than 30%	Chronic Absenteeism rate of less than 30%	

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



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

<b>Key Strategy 2: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

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

Based on observations, student interviews, and survey data there is a need to empower our students with more leadership and voice in their education. Attendance, Academic Growth, and Social Emotional Wellness will

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

As we continue to implement the PYP programme, there will be a consistent focus on student leadership and voice. In 2023-24 Meachem developed our PYP Ambassador program which will be expanded to include “junior” ambassadors and incorporate student involvement and leadership in all areas of school life.

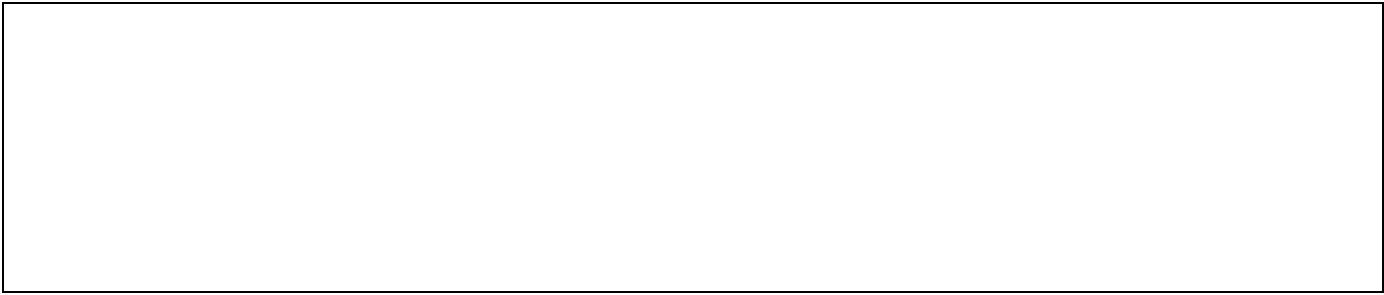
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
August 2024	Meet with ILT and SLT to set a plan for PYP Ambassadors in 2024-25. Build on program from previous school year	Gaughan Dow		
September 4-October 31	Daily Announcements: with student participation and voice.	Dow		
September 10-21	Begin ambassador application/interview process with 5 <sup>th</sup> Graders	Gaughan Dow Jurkiewicz		
September 18	Civic Empowerment Project: Monthly School Focus Group w/students	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines	
October 16	Civic Empowerment Project: Monthly School Focus Group w/parents	Archie Dow	PYP goals coordinated with Monthly School Focus Group guidelines-	
Sept 4 – Oct 31	Implementation of PYP Ambassador/Junior Ambassador Plan	Gaughan Dow Jurkiewicz		

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept. 30	PYP Ambassador applicants and participants	30% of our 5 <sup>th</sup> grade students complete application process and	
Sept. 18	Student Attendance and Engagement: Monthly School Focus Groups	100% of students selected to participate are engaged and provide	
Oct. 16	Parent/Guardian Attendance and Engagement: Monthly School Focus	80% of families selected to participate are engaged and provide	

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



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

<b>Key Strategy 2: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on observations, student interviews, and survey data there is a need to empower our students with more leadership and voice in their education. Attendance, Academic Growth, and Social Emotional Wellness will improve as student engagement, voice, and leadership increase.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 As we continue to implement the PYP programme, there will be a consistent focus on student leadership and voice. In 2023-24 Meachem developed our PYP Ambassador program which will be expanded to include “junior” ambassadors and incorporate student involvement and leadership in all areas of school life.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 2024	Meet with ILT and SLT to review/edit plan for PYP Ambassadors in 2024-25.	Gaughan Dow		
Nov 1- Dec 20	Daily Announcements: with student participation and voice. PYP Ambassador “News Team.”	Dow Gaughan		
Nov. 13	Civic Empowerment Project: Monthly School Focus Group w/students	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines	
Dec 18	Civic Empowerment Project: Monthly School Focus Group w/parents	Archie Dow	PYP goals coordinated with Monthly School Focus Group guidelines-	
Nov 1 – Dec 20	Implementation of PYP Ambassador/Junior Ambassador Plan	Gaughan Dow Jurkiewicz		

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Dec. 20	PYP Ambassador engagement and participation	100% of our 5 <sup>th</sup> grade students Ambassadors are engaged and	
Nov. 13	Student Attendance and Engagement: Monthly School Focus Groups	100% of students selected to participate are engaged and provide	
Dec. 18	Parent/Guardian Attendance and Engagement: Monthly School Focus	80% of families selected to participate are engaged and provide	

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



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

<b>Key Strategy 2: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on observations, student interviews, and survey data there is a need to empower our students with more leadership and voice in their education. Attendance, Academic Growth, and Social Emotional Wellness will improve as student engagement, voice, and leadership increase.

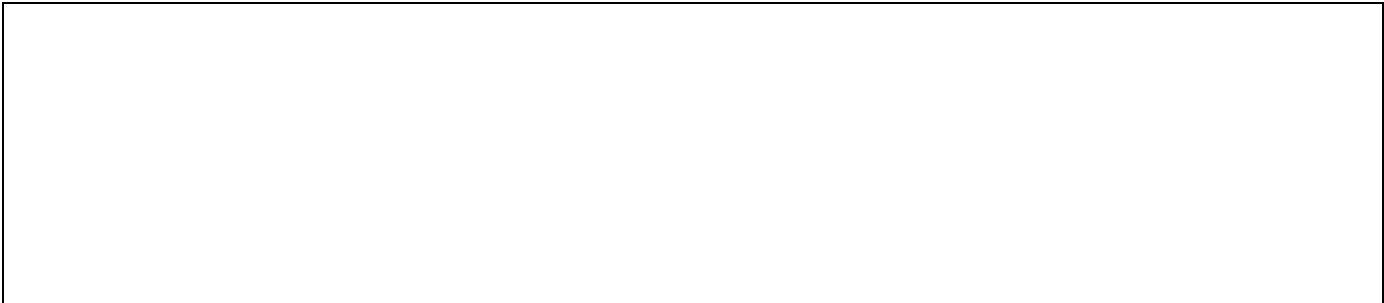
**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 As we continue to implement the PYP programme, there will be a consistent focus on student leadership and voice. In 2023-24 Meachem developed our PYP Ambassador program which will be expanded to include “junior” ambassadors and incorporate student involvement and leadership in all areas of school life.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 2025	Meet with ILT and SLT to review/edit plan for PYP Ambassadors in 2024-25.	Gaughan Dow		
Jan 6- Mar 31	Daily Announcements: with student participation and voice. PYP Ambassador “News Team.”	Dow Gaughan		
Jan. 15	Civic Empowerment Project: Monthly School Focus Group w/students	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines	
Feb. 18	Civic Empowerment Project: Monthly School Focus Group w/parents	Archie Dow	PYP goals coordinated with Monthly School Focus Group guidelines-	
Mar. 14	Civic Empowerment Project: Monthly School Focus Group w/students	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines	
Jan 6 – Mar 31	Implementation of PYP Ambassador/Junior Ambassador Plan	Gaughan Dow Jurkiewicz		

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Mar. 31	PYP Ambassador engagement and participation	100% of our 5 <sup>th</sup> grade students Ambassadors are engaged and	
Jan. 15 And	Student Attendance and Engagement: Monthly School Focus Groups	100% of students selected to participate are engaged and provide	
Feb. 18	Parent/Guardian Attendance and Engagement: Monthly School Focus	80% of families selected to participate are engaged and provide	

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





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

<b>Key Strategy 2: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Sheila Gaughan</b>
---	------------------------------------

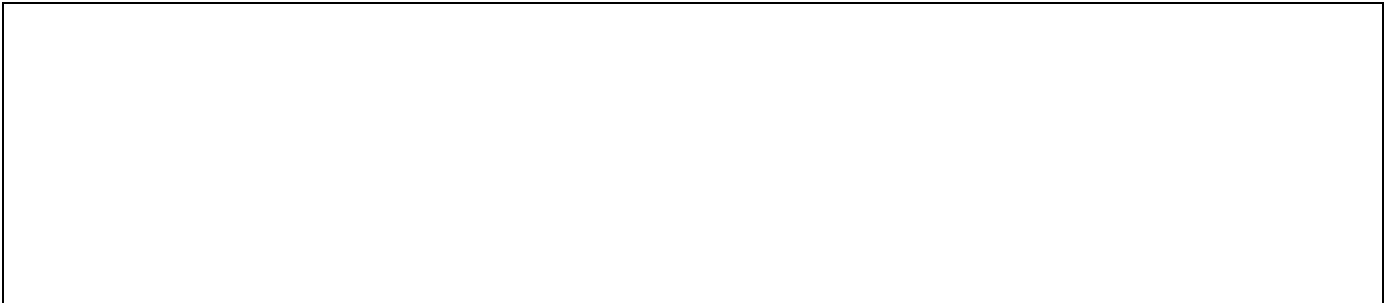
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on observations, student interviews, and survey data there is a need to empower our students with more leadership and voice in their education. Attendance, Academic Growth, and Social Emotional Wellness will improve as student engagement, voice, and leadership increase.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 As we continue to implement the PYP programme, there will be a consistent focus on student leadership and voice. In 2023-24 Meachem developed our PYP Ambassador program which will be expanded to include “junior” ambassadors and incorporate student involvement and leadership in all areas of school life.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 2025	Meet with ILT and SLT to review/edit plan for PYP Ambassadors in 2024-25.	Gaughan Dow		
April 1- June 25	Daily Announcements: with student participation and voice. PYP Ambassador “News Team.”	Dow Gaughan		
April 16	Civic Empowerment Project: Monthly School Focus Group w/parents	Archie Dow	PYP goals coordinated with Monthly School Focus Group guidelines-	
May 14	Civic Empowerment Project: Monthly School Focus Group w/students	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines	
June 18	Civic Empowerment Project: Monthly School Focus Group w/parents	Gaughan Dow	PYP goals coordinated with Monthly School Focus Group guidelines- Coordinate with Principal’s Advisory Council (PAC) Meeting.	
June 2025	Reflection Activity w/ SLT, ILT, PYP Ambassadors to guide planning for 2025-26 -Civic Empowerment Project Feedback -Needs Assessment/Student Survey Feedback -PYP Reflection Feedback	Gaughan Dow		

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
June 25	PYP Ambassador engagement and participation	100% of our 5 <sup>th</sup> grade students Ambassadors are engaged and	
May 14	Student Attendance and Engagement: Monthly School Focus Groups	100% of students selected to participate are engaged and provide	
April 16 and	Parent/Guardian Attendance and Engagement: Monthly School Focus	80% of families selected to participate are engaged and provide	

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



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

<b>Key Strategy 1: Multi-Tiered System of Support</b>	<b>School Lead: James Dow</b>
---	-------------------------------

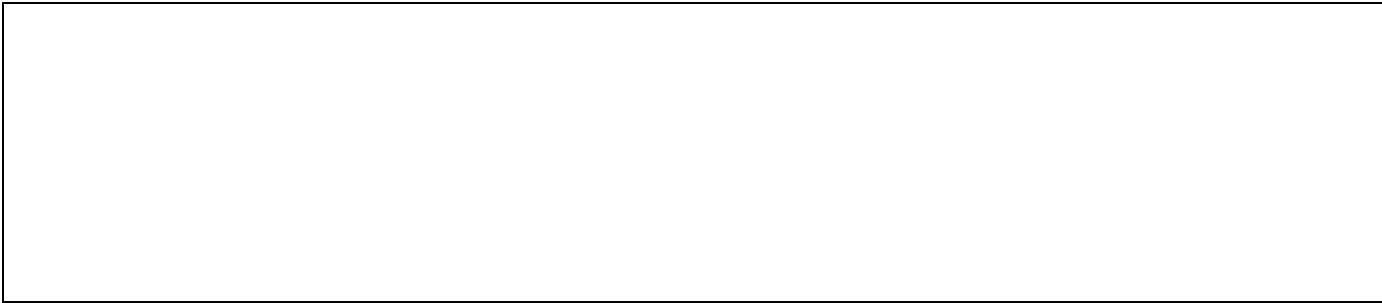
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are reviewing discipline data throughout the school year and coordinating the conversations with our ESCT and SIT process. Based on the data (i.e. referrals, ISS, and OSS) we acknowledge the need for a refined and clearly communicated MTSS to support our students and families more effectively. Included in the MTSS will be a

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Although Meachem has components of a defined MTSS, we need to refine and expand current practices to improve our discipline data and build more positive relationships with our students/families. Coordinated communication and updates will be part of the refined MTSS.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
July 16th	Training for MTSS Team Crisis Response: Threat Assessments July 16th 8:30 AM-3:30 PM: Building Crisis Team -	MTSS Team: Dow Murphy	Align MTSS plan to threat assessment, restorative justice, SIT, ESCT, school	
July 22-25	MTSS Institute 2024 (July 22-25) *Create MTSS plan for 2024-25 school year with consideration of restorative justice components	MTSS Team	Align MTSS plan to threat assessment, restorative justice, SIT, ESCT, school	
August 14-16	MTSS Team attends and engages with Foundations of Restorative Justice Training	MTSS Team	Align MTSS plan to threat assessment, restorative justice, SIT, ESCT, school	
August 29 Sept. 3	Communication of MTSS to staff	MTSS Team	Coordinate MTSS to the SCEP plan communication with staff	
Sept. 4- Oct. 31	Implementation and tracking of MTSS	MTSS Team ESCT Teachers/Staff		
Oct 21-25	Reflection on data, review and adjust MTSS plan *Plan and adjust for Nov-Dec	ESCT MTSS Team		

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
October 21-25	Discipline Data Tracking (Referrals, SSC visits, ISS, OSS)	Reduction in behavior referrals, SSC visits, ISS, OSS by 10% compared to	
October 21-25	Restorative Justice Tracking	100% of behavior incidents and other situations in school community have	

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



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

<b>Key Strategy 1: Multi-Tiered System of Support</b>	<b>School Lead: James Dow</b>
---	-------------------------------

**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?** We are reviewing discipline data throughout the school year and coordinating the conversations with our ESCT and SIT process. Based on the data (i.e. referrals, ISS, and OSS) we acknowledge the need for a refined and clearly communicated MTSS to support our students and families more effectively. Included in the MTSS will be a focus

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Although Meachem has components of a MTSS, we need to refine and expand current practices to improve our discipline data and build more positive relationships with our students/families. Coordinated communication and updates will be part of the refined MTSS.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1 – Dec 20	Implementation and tracking of MTSS	MTSS Team ESCT Teachers/Staff	Coordinate check-in meetings/communication with MTSS, ESCT, and Staff	
Dec 16- Dec 20	Reflection on data, review and adjust MTSS plan *Plan and adjust for Jan-March	ESCT MTSS Team		

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 1- Dec 20	Discipline Data Tracking (Referrals, SSC visits, ISS, OSS)	Reduction in behavior referrals, SSC visits, ISS, OSS by 10% compared to	
Dec 16- 20	Restorative Justice Tracking	100% of behavior incidents and other situations in school community have	

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

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

<b>Key Strategy 1: Multi-Tiered System of Support</b>	<b>School Lead: James Dow</b>
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** We are reviewing discipline data throughout the school year and coordinating the conversations with our ESCT and SIT process. Based on the data (i.e. referrals, ISS, and OSS) we acknowledge the need for a refined and clearly communicated MTSS to support our students and families more effectively. Included in the MTSS will be a focus

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Although Meachem has components of a MTSS, we need to refine and expand current practices to improve our discipline data and build more positive relationships with our students/families. Coordinated communication and updates will be part of the refined MTSS.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 6 – Mar 31	Implementation and tracking of MTSS *Monthly monitoring of data by ESCT	MTSS Team ESCT Teachers/Staff	Coordinate check-in meetings/communication with MTSS, ESCT, and Staff	
Mar 25- Mar 29	Reflection on data, review and adjust MTSS plan *Plan and adjust for April-June	ESCT MTSS Team		

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan 6 – Mar 31	Discipline Data Tracking (Referrals, SSC visits, ISS, OSS)	Reduction in behavior referrals, SSC visits, ISS, OSS by 10% compared to	
Mar 25- Mar 29	Restorative Justice Tracking	100% of behavior incidents and other situations in school community have	

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

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

<b>Key Strategy 1: Multi-Tiered System of Support</b>	<b>School Lead: James Dow</b>
---	-------------------------------

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** We are reviewing discipline data throughout the school year and coordinating the conversations with our ESCT and SIT process. Based on the data (i.e. referrals, ISS, and OSS) we acknowledge the need for a refined and clearly communicated MTSS to support our students and families more effectively. Included in the MTSS will be a focus on restorative practices to build positive relationships, which will improve culture/climate.

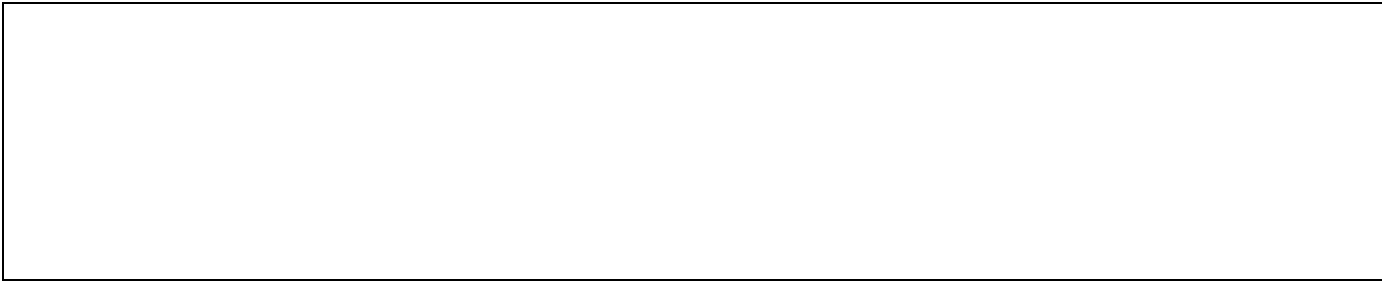
**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Although Meachem has components of a MTSS, we need to refine and expand current practices to improve our discipline data and build more positive relationships with our students/families. Coordinated communication and updates will be part of the refined MTSS.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 1 – June 25	Implementation and tracking of MTSS *Monthly monitoring of data by ESCT	MTSS Team ESCT Teachers/Staff	Coordinate check-in meetings/communication with MTSS, ESCT, and Staff	
June 16 - 20	Reflection on data, review and adjust MTSS plan *Plan and adjust for April-June	ESCT MTSS Team		
May – June 2025	Review and Reflection of MTSS plan to inform SCEP for 2025-26 School Year. -Discipline Data	Dow MTSS Team ESCT		

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
April 1 – June 20	Discipline Data Tracking for 4 <sup>th</sup> quarter and for the entire 2024-25 school year	Reduction in behavior referrals, SSC visits, ISS, OSS by 10% compared to	
June 16- June 20	Restorative Justice Tracking	100% of behavior incidents and other situations in school community have	

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





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

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Kevin Murphy</b>
--	----------------------------------

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

- Social-emotional learning (SEL) helps students develop the skills they need to thrive in school and in life. Through SEL, our students can build their competence and confidence to take on learning challenges, make good decisions, manage strong emotions, and get along with others.

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

- The Second Step Elementary digital program is not new to the SCSD, however, it has not been implemented with any fidelity at Meachem Elementary. Professional Development, a defined schedule

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/1/2024	Create classes in the Second Step Digital Program to provide teachers access to the full program of lessons and allow for tracking of usage.	Murphy/Rau	Time	
8/15/2024	Complete the Second Step Program Training modules in order to have a strong understanding of the program and ability to turn-key the information to staff.	Murphy/Rau	Time, PD	
8/20/2024	Create a schedule of lessons to be delivered by teachers during the period of September-October.	Murphy/Rau	Time	
8/29 - 9/3/2024	Provide professional development to staff on how to access Second Step lessons and implement them in classrooms.	Murphy/Rau	Time, PD	
September	Implement scheduled lessons in classrooms.	Teachers	People, Time	
9/30/2024	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
October	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
10/31/2024	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
10/31/2024	Digital classes set up for teachers	100% of teachers have 2 <sup>nd</sup> Step accounts and classes set up for usage.	

10/31/2024	Implementation data that shows consistent usage across	100% of PK-5 classrooms implementing SEL lessons through 2 <sup>nd</sup>	

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

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

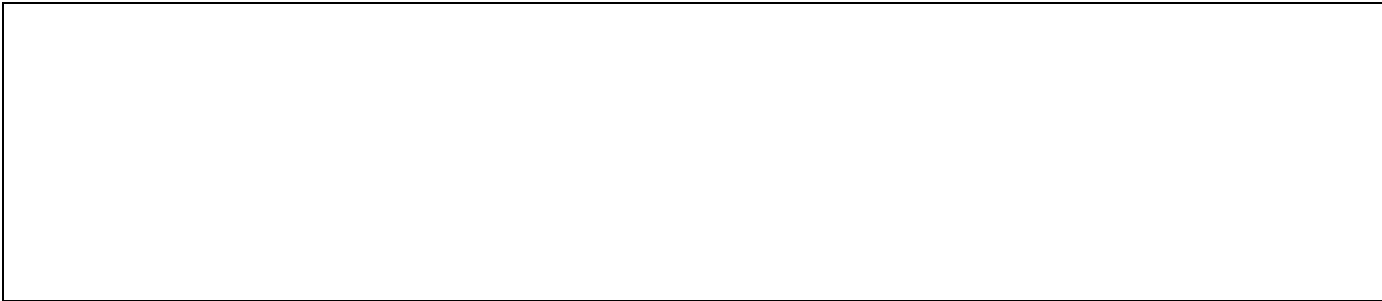
<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Kevin Murphy</b>
--	----------------------------------

- **Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** Social-emotional learning (SEL) helps students develop the skills they need to thrive in school and in life. Through SEL, our students can build their competence and confidence to take on learning challenges, make good decisions, manage strong emotions, and get along with others.
- If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
- The Second Step Elementary digital program is not new to the SCSD, however, it has not been implemented with any fidelity at Meachem Elementary. Professional Development, a defined schedule

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
November	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
11/30/2024	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
December	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
12/20/2024	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/22/2024	Implementation data that shows consistent usage across classrooms.	100% of PK-5 classrooms implementing SEL lessons through 2 <sup>nd</sup>	

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



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

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Kevin Murphy</b>
--	----------------------------------

- **Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** Social-emotional learning (SEL) helps students develop the skills they need to thrive in school and in life. Through SEL, our students can build their competence and confidence to take
- If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
- The Second Step Elementary digital program is not new to the SCSD, however, it has not been implemented with any fidelity at Meachem Elementary. Professional Development, a defined schedule

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
January	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
1/31/2025	Provide students with a mid-year survey mirroring the Panorama survey questions to see if the Second Step program is helping students with emotional management, impulse control, problem-solving, and empathy.	Murphy/Dow/ Rau	Time, Microsoft forms	
1/31/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
February	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
2/28/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
March	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
3/28/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	

--	--	--	--	--

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/28/2025	Implementation data that shows consistent usage across	100% of PK-5 classrooms implementing SEL lessons through 2 <sup>nd</sup>	
1/31/2025	Survey question results from mid-year “Panorama” style survey	Increase in positive responses to questions about perceptions of	

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

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

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Kevin Murphy</b>
--	----------------------------------

- **Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** Social-emotional learning (SEL) helps students develop the skills they need to thrive in school and in life. Through SEL, our students can build their competence and confidence to take
- If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**
- The Second Step Elementary digital program is not new to the SCSD, however, it has not been implemented with any fidelity at Meachem Elementary. Professional Development, a defined schedule

<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
4/30/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
May	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
5/30/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	
5/30/2025	Provide students with Spring Panorama survey and monitor results vs previous years results.	Equity School Climate Team	time	
June	Implement scheduled lessons in classrooms.	Teachers	People, Time	
1 <sup>st</sup> and 3 <sup>rd</sup> Wednesday	Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers.	Murphy/Rau	Time, PD	
6/26/2025	Monitor lesson implementation data provided by the Second Step program.	Murphy/Dow	time	



<b>PROGRESS MONITORING (APRIL – JUNE)</b>				
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually</b>	
6/26/2025	Implementation data that shows consistent usage	100% of PK-5 classrooms implementing SEL lessons		
5/30/2025	Survey question results from Spring Panorama	Increase in positive responses to questions about		

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>				

## END OF YEAR SURVEY

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

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

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	73% Favorable	80% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	24% Favorable	35% Favorable	
3	How often do students get into physical fights at your school? (SC2)	40% Favorable	50% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	69% Favorable	75% Favorable	
5	How often do you worry about violence at your school? (SC4)	41% Favorable	55% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	46% Favorable	60% Favorable	
7	How much support do the adults at your school give you? (SB2)	Not Available	70% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	Not Available	70% Favorable	
9	How excited would you be to have your teacher again? (TSR1)	68% Favorable	70% Favorable	
10	How respectful is your teacher towards you? (TSR4)	76% Favorable	80% Favorable	

	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
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)	88% Favorable	90% Favorable	
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)	Not Available	85% Favorable	
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)	96% Favorable	96% Favorable	
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)	96% Favorable	96% Favorable	
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)	92% Favorable	94% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	86% Favorable	90% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	81% Favorable	88% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	93% Favorable	95% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	93% Favorable	95% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	86% Favorable	90% Favorable	

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
James Dow	Principal		4/17, 5/1	5/29	5/23		6/6, 6/13	6/18, 6/20
Kevin Murphy	Vice Principal		4/17, 5/1	5/29	5/23		6/6, 6/13	6/18, 6/20
Danielle Waldon	D. Waldon		4/17, 5/1	5/29			6/6, 6/13	6/18, 6/20
Sheila Gaughan	PYP Coordinator		4/17, 5/1				6/6, 6/13	6/18, 6/20
Colleen Lance	Special Ed. Teacher 12:1		4/17, 5/1				6/6, 6/13	6/18, 6/20
Olivia Shaw	3 <sup>rd</sup> Grade Teacher		4/17, 5/1		5/23		6/6, 6/13	6/18, 6/20
Michael Spring	Student Support TA		4/17, 5/1		5/23	5/29, 5/30	6/6, 6/13	6/18, 6/20
Jonathan Lamon	4 <sup>th</sup> Grade Teacher		4/17, 5/1	5/29			6/6, 6/13	6/18, 6/20
Emily Mohr	Teaching Assistant		4/17, 5/1				6/6, 6/13	6/18, 6/20
Tiffany Mackey	Kindergarten Teacher		4/17, 5/1				6/6, 6/13	6/18, 6/20
Elizabeth Abdo	Special Ed. Consultant Teacher		4/17, 5/1		5/23		6/6, 6/13	6/18, 6/20
Susan Johnson	AIS Teacher Union Representative		4/17, 5/1	5/29			6/6, 6/13	6/18, 6/20
Nadine Sansone	Social Worker		4/17, 5/1	5/29	5/23	5/29, 5/30	6/6, 6/13	6/18, 6/20
Rachel Cockrum	Parent		4/17					
