



District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Porter	Lisa Quinones-Sherman	Pre-K -5 th Grade	ATSI





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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Lisa Quinones-Sherman	Principal
2	Jennifer D'Alessandro	Administrative Intern
3	Kathleen Brunetta	Teaching Assistant
4	Spencer Wallace	2 nd Grade Teacher
5	Amy Condon	4 th Grade Teacher
6	Ashlea Vilello	4 th Grade Teacher
7	Kaitlyn Jackson	School Counselor
8	Megan Remington	3-5 Special Education Teacher
9	Rashida Cunningham	ELA/Math Interventionist
10	Danielle Terzini	3 rd Grade Teacher
11	Jessica Scheider	Parent
12	Mariah Britton	Parent

[2025-26 SCEP Guidance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Porter].xlsx
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OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div>Goals will be developed after all 2024-25 data are available</div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies (Refer to Strategy Companion Guide)	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	E
		2	Building Math Concepts	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	3) PLC: Monitoring to Promote Effectiveness	E
		4	Tier I or Tier II Intervention Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Implementing and Effective Student Intervention Team (SIT)	R

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, Rigor and Rigorous Thinking	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and Content Liaisons and AT Ambassadors
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

This is a district-led strategy. During student interviews, it was highlighted that working in small groups and having conversations around the written task resulted in student confidence in completing tasks and independence. Based on needs assessment and walkthrough data, students are engaging in academic conversations; however, there is a lack of balance between teacher talk and student to student talk. Teachers are doing the heavy lifting with discussions around rigor.

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

During the 24-25 school year, Porter went through a PD cycle with coaches to determine baseline data, set teacher goals, and implement AT strategies to increase student talk. Porter is shifting to increase balance between community, knowledge and rigor.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review the building and grade specific implementation guide of accountable talk for Porter.	9/2/25	Instructional Coach and D'Alessandro	Budget, People, Time	
Determine, set, and communicate clear expectations for implementing accountable talk in classrooms and based on schoolwide focus.	9/2/25	Instructional Coach and D'Alessandro	People, Time	
Review and share walkthrough tool indicators for accountable talk	9/2/25	Instructional Coach and D'Alessandro	People, Time	
Incorporate accountable talk professional development in the PD plan/calendar. (SCSD Micro Session .5 for new teachers, SCSD Micro session 4 for teachers who have already participated in AT PD.)	9/30/25	Instructional Coach and D'Alessandro	People, Time, Budget	
Collect, analyze, and share building strengths and areas of growth from baseline data from all classrooms on teacher to student talk vs. student-to-student talk.	9-30-25	Instructional Coach and D'Alessandro	People, Time	
Use baseline data to develop and monitor differentiated professional development plans.	10-31-25	Instructional Coach and D'Alessandro	People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/25	Collected and shared baseline data	Share out at faculty meeting with goal setting for 25-26 school year.	
10/17/25	DIBELS Maze and DIBELS NWF Real Word Reading	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/17/25	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/31/25	Identified school wide strengths and areas of growth.	75% of staff are between implementation stage 2 and 3 of accountable talk.	

10/31/25	Differentiated PD Plans Completed	100% of staff have been grouped and plans have been created	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
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Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and Content Liaisons and AT Ambassadors
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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

During the 24-25 school year, Porter went through a PD cycle with coaches to determine baseline data, set teacher goals, and implement AT strategies to increase student talk. Porter is shifting to increase balance between community, knowledge and rigor.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue monitoring differentiated professional development plans and monitor individual teacher goals	12-19-25	Instructional Coach and D'Alessandro	People and Time	
Create individual teacher lesson plans to implement their goals.	12-19-25	Teachers	People and Time	
Collect, analyze, and share second walkthrough data point from all classrooms.	12-19-25	Instructional Coach and D'Alessandro	People and Time	
Identify demonstration teachers to serve as models for accountable talk.	12-19-25	Instructional Coach and D'Alessandro	People and Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/22/25	Teacher goals	100% of teachers will have goals around accountable talk embedded	
12/19/25	Data analyzed from second data point	100% fidelity to accountable talk strategies aligned to ensure purposeful, coherent, and productive group discussion.	
12/19/25	Progress Monitoring DIBELS	50% of students in each grade level are on track to achieving EOY goal.	

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and Content Liaisons and AT Ambassadors
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During the 24-25 school year, Porter went through a PD cycle with coaches to determine baseline data, set teacher goals, and implement AT strategies to increase student talk. Porter is shifting to increase balance between community, knowledge and rigor.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule and implement peer-to-peer observations based on personalized goals.	3/31/25	Instructional Coach and D'Alessandro	People and Time	
Hold follow-up conferences for teachers to debrief and reflect on observations.	3/31/25	Instructional Coach and D'Alessandro	People and Time	
Reflect and revise individualized teacher goals based on feedback from data collection.	3/31/25	Instructional Coach and D'Alessandro	People and Time	
Collect, analyze, and share third data point from all classrooms.	3/31/25	Instructional Coach and D'Alessandro	People and Time	
Continue monitoring differentiated professional development plans.	3/31/25	Instructional Coach and D'Alessandro	People and Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/13/26	Individualized teacher goals	100% of teachers will have revised individualized goals based on data.	
3/31/26	Third data point	75% of teachers are using accountable talk strategies to support accountability to accurate knowledge	
2/27/26	NWEA	65% of students in each grade level are on track to achieving EOY goal.	
3/31/26	Progress Monitoring DIBELS	70% of students in each grade level are on track to achieving EOY goal	

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and Content Liaisons and AT Ambassadors
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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

During the 24-25 school year, Porter went through a PD cycle with coaches to determine baseline data, set teacher goals, and implement AT strategies to increase student talk. Porter is shifting to increase balance between community, knowledge and rigor.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Share out best accountable talk practices and current trends building wide.	6/3/2026	Instructional Coach and D'Alessandro	People and Time	
Compare initial baseline data and current data to determine progress toward individualized teacher goals.	6/3/2026	Instructional Coach and D'Alessandro	People and Time	
Reflect on accountable talk implementation and celebrate individual growth with teachers.	6/3/2026	Instructional Coach and D'Alessandro	People and Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/3/26	BOY data compared to EOY data	Progress and growth from baseline to current data 75% increase in community, knowledge and rigor.	
6/3/26	School wide accountable talk best practices share out	Accountable talk practices implemented in 85% of classrooms	
6/19/26	DIBELS	80% of students in each grade level met or exceeded EOY goal.	
6/19/26	NWEA	100% of students in each grade level met or exceeded project growth.	

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

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

Key Strategy 2: Building Math Concepts	SY2526 PD Plan [Porter].xlsx	School Lead: Math Content Liaison and Sherman
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on NWEA data and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 proficiency out of all content areas. Building math concepts in the areas of solving word problems and spiral review of specific strategies was selected to assist with building students' mathematical foundational skills and can be scaffolded for all grade levels. During student interviews student highlighted the importance of math skills and how content is broken down into smaller chunks to develop a deeper understanding as well as develop a toolbox of different strategies to pull from to solve word problems.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. K-5 will build on math vocabulary knowledge and various strategies that can be spiraled will lead to conceptual understanding and the opportunity to increase problem-solving skills.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps 1(Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Build teacher content knowledge of essential standards to unpack the modules in grade-level teams.	9/30/25	Content Liaison and teachers	PD, Budget, People, Time,	
Identify and align strategies and vocabulary terms with each grade level for spiral review based on essential standards.	9/30/25	Content Liaison and teachers	People, Time,	
Create word problem-solving visuals (following the “read, draw, write” process) that are adapted to the K-2 and 3-5 grade level bands.	9/30/25	Content Liaison	People, Time,	
Collect baseline data from counting and cardinality (K) and math surveys (1-5) and pre-/post- tests from each module.	10/24/25	Teachers and instructional coach	People, Time,	
Analyze data and develop plans to clarify student misconceptions and improve student learning.	10/31/25	Teachers	People, Time, Budget	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/3/25	Grade Level essential standards document	100% attendance in PD and grade level essential standards document that include pre-requisite skills and common misconceptions.	
10/17/25	Baseline Data(Math Survey)	100% of classrooms collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/17/25	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/31/25	Equip and Affirm	100% of staff have been trained in Equip and Affirm	
10/31/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	

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

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

Key Strategy 2: Building Math Concepts	SY2526 PD Plan [Porter].xlsx	School Lead: Math Content Liaison and Sherman
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on NWEA data and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 proficiency out of all content areas. Building math concepts in the areas of solving word problems and spiral review of specific strategies was selected to assist with building students' mathematical foundational skills and can be scaffolded for all grade levels. During student interviews student highlighted the importance of math skills and how content is broken down into smaller chunks to develop a deeper understanding as well as develop a toolbox of different strategies to pull from to solve word problems.

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

K-5 will build on math vocabulary knowledge and various strategies that can be spiraled will lead to conceptual understanding and the opportunity to increase problem-solving skills.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to identify and align strategies and vocabulary terms with each grade level for spiral review based on essential standards.	12/19/2025	Teachers	Budget, People, Time	
Continue to analyze data and develop plans to clarify student misconceptions and improve student learning.	12/19/2025	Teachers	Budget, People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
12/19/25	Grade Level Pre/Post Assessment Data	45% growth in each grade level on identified essential standards. (Equip, Affirm)	

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

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

Key Strategy 2: Building Math Concepts	SY2526 PD Plan [Porter].xlsx	School Lead: Math Content Liaison and Sherman
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

K-5 will build on math vocabulary knowledge and various strategies that can be spiraled will lead to conceptual understanding and the opportunity to increase problem-solving skills.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to identify and align strategies and vocabulary terms with each grade level for spiral review based on essential standards.	3/31/26	Teachers	People, Time	
Continue to analyze data and develop plans to clarify student misconceptions and improve student learning.	3/31/26	Teachers	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually
2/27/26	NWEA	65% of students in each grade level are on track to achieving EOY goal.	
3/31/26	Grade Level Pre/Post Assessment Data	65% growth in each grade level on identified essential standards. (Equip and Affirm)	
3/31/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
3/31/26	Math Survey	55% growth in each grade level.	

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

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

Key Strategy 2: Building Math Concepts	SY2526 PD Plan [Porter].xlsx	School Lead: Math Content Liaison and Sherman
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Based on NWEA data and the 3-year data trend report for NYS assessment, students are showing minimal growth and maintain the largest gap between level 1 proficiency out of all content areas. Building math concepts in the areas of solving word problems and spiral review of specific strategies was selected to assist with building students' mathematical foundational skills and can be scaffolded for all grade levels. During student interviews student highlighted the importance of math skills and how content is broken down into smaller chunks to develop a deeper understanding as well as develop a toolbox of different strategies to pull from to solve word problems.

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

K-5 will build on math vocabulary knowledge and various strategies that can be spiraled will lead to conceptual understanding and the opportunity to increase problem-solving skills.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to identify and align strategies and vocabulary terms with each grade level for spiral review based on essential standards.	June 25 th	Teachers	People, Time	
Continue to analyze data and develop plans to clarify student misconceptions and improve student learning.	June 25 th	Teachers	People, Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually
6/19/226	NWEA	100% of students in each grade level met or exceed their goal.	
6/19/26	Grade Level Pre/Post Assessment Data	85% growth in each grade level on identified essential standards. (Equip and Affirm)	
6/19/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
6/19/26	Math Survey	80% growth in each grade level.	

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

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and D'Alessandro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Staff have worked in PLC meetings for a few years. Last year the shift was more about understanding the PLC process as described through Solution Tree. Based on the needs assessment staff wanted to continue their ownership over picking the content area they are wanting to focus however fully engaging in the PDSA cycle and addressing student gaps more quickly. The NYS data also showed a need to focus essential standards for tested grade levels. This was evident through student interviews, when they shared working in smaller groups allowed them direct feedback from teachers to learn how to write, do fractions etc.

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

Staff is shifting to focusing more on the PDSA cycle and adjusting teaching based on data.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Revisit our Porter CARES matrix for adults, align and finalize team norms for all instructional teams/groups.	8/28/25	Staff	People, Time and Budget	
Create math SMART goals for the identified essential standards for each module.	9/2/25	Teachers	PD, Budget, People and Time	
Create a team timeline based on grade level curriculum maps to set dates for progress monitoring SMART goals in around essential standards (boulder).	9/2/25	Teachers	People and Time	
Identify or develop agreed upon common formative assessment tools for monitoring student progress in around essential standards (boulder).	9/5/25	Teachers	People and Time	
Engage in routine analysis of module-by-module common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	10/31/25	Teachers	Budget, People and Time	

PROGRESS MONITORING (AUGUST – OCTOBER) Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/17/25	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/31/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
10/17/25	DIBELS	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/17/25	Baseline Data (Math Survey)	100% of classrooms collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	

10/15/25	Phonemes Segmentation Fluency	80% of kindergartens will achieve benchmark goals.	
PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and D'Alessandro
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Staff is shifting on focusing more the PDSA cycle and adjusting teaching based on data.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to engage in routine analysis of module-by-module common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	12/19/25	Teachers	Budget, People and Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
12/19/25	Progress Monitoring DIBELS	50% of students in each grade level are on track to achieving EOY goal.	
12/19/25	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	45% growth in each grade level on identified essential standards.	
12/19/25	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	45% growth in each grade level on identified essential standards.	
12/19/25	Phonemes Segmentation Fluency (PSF)	80% of kindergartens achieve benchmark goals	

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

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and D'Alessandro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Staff have worked in PLC meetings for a few years. Last year the shift was more about understanding the PLC process as described through Solution Tree. Based on the needs assessment staff wanted to continue their ownership over picking the content area they are wanting to focus however fully engaging in the PDSA cycle and addressing student gaps more quickly. The NYS data also showed a need to focus essential standards for tested grade levels. This was evident through student interviews, when they shared working in smaller groups allowed them direct feedback from teachers to learn how to write, do fractions etc.

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

Staff is shifting on focusing more the PDSA cycle and adjusting teaching based on data.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to engage in routine analysis of module-by-module common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	3/31/26	Teachers	Budget, People and Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
3/31/26	Progress Monitoring DIBELS	70% of students in each grade level are on track to achieving EOY goal.	
3/31/26	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	65% growth in each grade level on identified essential standards.	
3/31/26	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	65% growth in each grade level on identified essential standards.	
3/31/26	Nonsense Word Fluency NWF (CLS & WRC)	80% of kindergartens will achieve benchmark goals	

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

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Porter].xlsx	School Lead: Instructional Coach and D'Alessandro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Staff have worked in PLC meetings for a few years. Last year the shift was more about understanding the PLC process as described through Solution Tree. Based on the needs assessment staff wanted to continue their ownership over picking the content area they are wanting to focus however fully engaging in the PDSA cycle and addressing student gaps more quickly. The NYS data also showed a need to focus essential standards for tested grade levels. This was evident through student interviews, when they shared working in smaller groups allowed them direct feedback from teachers to learn how to write, do fractions etc.

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

Staff is shifting on focusing more the PDSA cycle and adjusting teaching based on data.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to engage in routine analysis of module-by-module common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	6/19/26	Teachers	Budget, People and Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/19/26	NWEA	100% of students in each grade level met or exceed their goal.	
6/19/26	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	85% growth in each grade level on identified essential standards.	
6/19/26	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	85% growth in each grade level on identified essential standards.	
6/19/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
6/19/26	DIBELS	80% of students in each grade level met or exceeded EOY goal.	
6/19/26	Nonsense Word Fluency NWF (CLS & WRC)	80% of kindergartens will achieve benchmark goals	

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

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

Key Strategy 4: Tier I and Tier II	SY2526 PD Plan [Porter].xlsx	School Lead: Administrative Team
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Staff have shifted away from just implementing curriculum to understanding standards and aligning student learning to standards and NYS assessment. Based on NYS data, while there has been growth in math and ELA there still needs to be a larger focus on the rigor or tier 1 instruction and increases the frequency of assessing tier 2 students to determine mastery of the grade level skill. This has also shifted student learning to teach certain strategies well across all grade level to increase the student's confidence in learning from one grade to another. In the student interviews, students expressed that they felt confident in their academic abilities. They learned from their teacher's explicit tier I instruction.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create SMART goals for the identified essential standards for the grade's selected content area.	10/31/25	Teachers	PD, Budget, People, Time	
Develop student friendly learning objectives that align to the identified essential standards and include success criteria/rubric.	10/31/25	Teachers	Budget, People, Time	
Identify and align strategies and vocabulary terms with each grade level's selected content area based on essential standards.	10/31/25	Teachers	Budget, People, Time	
Create common content area visuals that are adapted to the K-2 and 3-5 grade level bands.	10/31/25	Content Liaisons	Budget, People, Time	
Use common formative assessment data to identify Tier II students and develop action plans.	10/31/25	Teachers	Budget, People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/25	Common content area visuals	100% of classrooms have common content area visuals created and posted (CER, AT, RDW).	
10/31/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
10/17/25	DIBELS Maze and DIBELS NWF Real Word Reading	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	
10/17/25	NWEA	Collect baseline data for K-5 and establish building goal, grade level and classroom level goals.	10/17/25

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

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

Key Strategy 4: Tier I and Tier II	SY2526 PD Plan [Porter].xlsx	School Lead: Administrative Team
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Staff have shifted away from just implementing curriculum to understanding standards and aligning student learning to standards and NYS assessment. Based on NYS data, while there has been growth in math and ELA there still needs to be a larger focus on the rigor or tier 1 instruction and increases the frequency of assessing tier 2 students to determine mastery of the grade level skill. This has also shifted student learning to teach certain strategies well across all grade level to increase the student's confidence in learning from one grade to another. In the student interviews, students expressed that they felt confident in their academic abilities. They learned from their teacher's explicit tier I instruction.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue creating SMART goals for the identified essential standards for the grade's selected content area.	12/19/25	Teachers	People and Time	
Continue to use common formative assessment data to identify Tier II students and develop action plans.	12/19/25	Teachers	People and Time	
Continue identifying and aligning strategies and vocabulary terms with each grade level's selected content area based on essential standards.	12/19/25	Teachers	People and Time	
Model/Facilitate (think-aloud) building background knowledge and real-world connections, and explicit teaching of processes to reach the success criteria.	12/19/25	Teachers	People and Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
12/19/25	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	45% growth in each grade level on identified essential standards.	
12/19/25	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	45% growth in each grade level on identified essential standards.	
12/19/25	AT Walkthrough Tool	20% increase of adults who are pressing for accuracy and rigor.	

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 4: Tier I and Tier II	SY2526 PD Plan [Porter].xlsx	School Lead: Administrative Team
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Staff have shifted away from just implementing curriculum to understanding standards and aligning student learning to standards and NYS assessment. Based on NYS data, while there has been growth in math and ELA there still needs to be a larger focus on the rigor or tier 1 instruction and increases the frequency of assessing tier 2 students to determine mastery of the grade level skill. This has also shifted student learning to teach certain strategies well across all grade level to increase the student's confidence in learning from one grade to another. In the student interviews, students expressed that they felt confident in their academic abilities. They learned from their teacher's explicit tier I instruction.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue creating SMART goals for the identified essential standards for the grade's selected content area.	3/31/26	Teachers	People and Time	
Continue to use common formative assessment data to identify Tier II students and develop action plans.	3/31/26	Teachers	People and Time	
Continue identifying and aligning strategies and vocabulary terms with each grade level's selected content area based on essential standards.	3/31/26	Teachers	People and Time	
Systems in place, including clearly defined protocols, for students to provide peer to peer feedback while working in stations or teacher-led small groups. (Explain and elaborate how they arrived at their response including referencing the success criteria)	3/31/26	Teachers	People and Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/27/26	NWEA	65% of students in each grade level are on track to achieving EOY goal.	
3/31/26	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	65% growth in each grade level on identified essential standards.	
3/31/26	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	65% growth in each grade level on identified essential standards.	
3/31/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
3/31/26	Math Survey	55% growth in each grade level.	
3/31/26	AT Walkthrough Tool	45% increase of adults who are pressing for accuracy and rigor.	

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

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

Key Strategy 4: Tier I and Tier II	SY2526 PD Plan [Porter].xlsx	School Lead: Administrative Team
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students.

Staff have shifted away from just implementing curriculum to understanding standards and aligning student learning to standards and NYS assessment. Based on NYS data, while there has been growth in math and ELA there still needs to be a larger focus on the rigor or tier 1 instruction and increases the frequency of assessing tier 2 students to determine mastery of the grade level skill. This has also shifted student learning to teach certain strategies well across all grade level to increase the student's confidence in learning from one grade to another. In the student interviews, students expressed that they felt confident in their academic abilities. They learned from their teacher's explicit tier I instruction.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue creating SMART goals for the identified essential standards for the grade's selected content area.	6/19/26	Teachers	Budget, People, Time	
Continue to use common formative assessment data to identify Tier II students and develop action plans.	6/19/26	Teachers	Budget, People, Time	
Continue identifying and aligning strategies and vocabulary terms with each grade level's selected content area based on essential standards.	6/19/26	Teachers	Budget, People, Time	
Use of systems in place, including clearly defined protocols, for students to provide peer to peer feedback while working in stations or teacher-led small groups. (Explain and elaborate how they arrived at their response including referencing the success criteria)	6/19/26	Teachers	Budget, People, Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/19/26	NWEA	100% of students in each grade level met or exceed their goal.	
6/19/26	ELA Grade Level Pre/Post Assessment Data (CER Trackers, Exit Tickets)	65% growth in each grade level on identified essential standards.	
6/19/26	Math Grade Level Pre/Post Assessment Data (Equip, Affirm)	65% growth in each grade level on identified essential standards.	
6/19/26	Group Action Plans	100% of classrooms have analysis of student work with action plans where students are grouped for individualized instruction which includes scaffolds and strategies for extension or learning gaps.	
6/19/26	AT Walkthrough Tool	75% increase on student conversation aligned to accuracy and rigor of task.	
6/19/26	Math Survey	80% growth in each grade level.	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Porter].xlsx	School Lead: D'Alessandro and Brunetta
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Dedicate an attendance Student Intervention Team, SIT, and IMPACT team to meet weekly to implement attendance protocol and monitor at-risk students and adjust when/if student shifts to Impact Team.	9/22/25	D'Alessandro	People, Time	
Establish a buddy classroom system between a primary/intermediate classroom which focuses on promoting overall school wide attendance, through monthly pairings where students participate in a variety of SEL activities.	October -(off week of Palooza- Bi-weekly)	R. Cunningham	People. Time	
Identify the targeted group of high level 2 students that have been chronically absent from the 24-25 school year and provide a mentor.	9/22/25	SIT Attendance Team	People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	SIT Attendance data	Overall decrease in students who are absent from September to October	
10/31/25	Bi-Weekly District Attendance Data for level 2 students	Decrease in missed days in a 14-day cycle.	
10/31/25	Attendance Aces (student equity)	Identified student pairings with a based on getting to know you activity	
10/17/25	IMPACT Caseload	Identify Level 1 students and support coaches	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Porter].xlsx	School Lead: D'Alessandro and Brunetta
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in monthly incentive after meeting 95% attendance goal.	12/19/25	SIT Attendance Team	People, Time	
Continue to utilize attendance Student Intervention Team (SIT), to meet weekly to monitor at-risk students and adjust when/if student shifts to Impact Team as well as identify and address barriers.	12/19/25	SIT Attendance Team	People, Time	
Continue and track buddy classroom between a primary/intermediate classroom which focuses on promoting overall school wide attendance, through monthly pairings where students participate in a variety of SEL activities.	12/19/25	SIT Attendance Team	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/9/25	Attendance Data	A 2% increase in attendance for levels 2-4	
12/9/25	Attendance Action Plan for Impact Caseload	Reduce the number of days missed by 1 for each month	
12/9/25	Buddy Classroom attendance data	Paired classroom will have 90% or higher attendance for each month/	
12/19/25	Bi-Weekly District Attendance Data for level 2 students	Decrease in missed days in a 14-day cycle.	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Porter].xlsx	School Lead: D'Alessandro and Brunetta
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in a monthly incentive, after meeting goal of 95% attendance	3/31	SIT Team	People and Time	
Continue to utilize attendance Student Intervention Team (SIT), to meet weekly to monitor at-risk students and adjust when/if student shifts to Impact Team. Creating incentives for tier 2 students.	3/31	SIT Team	People and Time	
Continue and track buddy classroom between a primary/intermediate classroom which focuses on promoting overall school wide attendance, through monthly pairings where students participate in a variety of SEL activities.	3/31/26	SIT Team	People and Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/26	Attendance Action Plan for Impact Caseload	Reduce the number of days missed by 1 for each month	
3/31/26	Attendance Action Plan for Impact Caseload	Reduce the number of days missed by 1 for each month	
3/31/26	Buddy Classroom attendance data	Paired classroom will have 90% or higher attendance for each month/	
3/31/26	Bi-Weekly District Attendance Data for level 2 students	Decrease in missed days in a 14-day cycle.	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Porter].xlsx	School Lead: D'Alessandro and Brunetta
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Based on School wide attendance data, Family survey, Porter has selected Implementing an Effective Attendance team for the purpose of proactively tracking satisfactory attendance for all students, while decreasing chronic absenteeism.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Porter will refine this strategy by strengthening the systems and protocols currently in place to proactively address and provide early intervention for attendance and chronic absenteeism concerns.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in a monthly incentive, after meeting goal of 95% attendance	6/25/26	SIT Team	People and Time	
Continue to utilize attendance Student Intervention Team (SIT), to meet weekly to monitor at-risk students and adjust when/if student shifts to Impact Team. Creating incentives for tier 2 students.	6/25/26	SIT Team	People and Time	
Continue and track buddy classroom between a primary/intermediate classroom which focuses on promoting overall school wide attendance, through monthly pairings where students participate in a variety of SEL activities.	6/25/26	SIT Team	People and Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/26	Attendance Action Plan for Impact Caseload	Reduce the number of days missed by 1 for each month	
6/25/26	Level 2 Students	50% of the identified students move to level 3.	
6/25/26	Performance Index	Move from a level 2 to a level 3 based by the NYS performance index for the 25-26 school year.	

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

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

Key Strategy 6: Implementing an Effective Student Intervention Team (SIT)	SY2526 PD Plan [Porter].xlsx	School Lead: Marchitell
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on schoolwide data (academic, behavioral, attendance, SEL and Tier II/III academic interventions) there continues to be a need to implement targeted Tier II and III support in all areas to improve student outcomes. Refining the SIT process and providing staff with implicit systems and structures to effectively use data to identify students in need of additional support. Based on student interviews, students saw the benefit of being in various small groups getting what they need academically and socially emotionally. Students understand and can apply the level of focus needed to grow.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Porter is refining the implementation of an effective SIT to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review list of students to monitor that went through SIT 2024-2025 and the Culturally Responsive Tiered Fidelity Inventory (CR-TFI) data from June 2025 (Tiers II and III) with SIT members.	9/9/25	Admin Team and SIT Team	People, Time	
Provide professional development to all relevant staff on data decision rules used to identify students, the Tier II intervention process (Grade-level Triage), how to formally refer students, and interventions available.	9/9/25	Marchitell	People, Time	
SIT meets at least once weekly (at minimum every 8 weeks for Academic Review) and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) current action plan (SCEP).	9/15/24	SIT Team and Marchitell	People, Time	
Teachers complete Universal Screening Tool, (Ex: Thinking Skills Inventory) for students in grades K-5.	10/31/25	Teachers	People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/9/25	PD for staff on Tier II process	Staff following the Tier II process	
9/15/25	Regular SIT meetings occurring weekly	Completed SIT meeting agendas	
10/31/25	Thinking Skills Inventory	Thinking Skills Inventory completed for 100% of the students	

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

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

Key Strategy 6: Implementing an Effective Student Intervention Team (SIT)	SY2526 PD Plan [Porter].xlsx	School Lead: Marchitell
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on schoolwide data (academic, behavioral, attendance, SEL and Tier II/III academic interventions) there continues to be a need to implement targeted Tier II and III support in all areas to improve student outcomes. Refining the SIT process and providing staff with implicit systems and structures to effectively use data to identify students in need of additional support.

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

Porter is refining the implementation of an effective SIT to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Share, review, and analyze individual student data from the Universal Screening Tool (Ex: Thinking Skills Inventory) with support staff to identify students in need of additional support.	11/24/25	Marchitell and SEL Team	People, Time	
Develop and implement targeted intervention groups based on individual student data from the Universal Screening Tool (Ex: Thinking Skills Inventory), including students that are referred to SIT. Progress monitoring tool will be used.	12/8/25	Marchitell and SEL Team	People, Time	
Provide professional development to all relevant staff and coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress.	11/10/25	Marchitell and SEL Team	People, Time	
SIT Members continue to meet weekly with Grade-level Teams to review data, identify students in need of additional support, and complete any new SIT referrals.	12/19/25	Marchitell and SEL Team	People, Time	
SIT continues to meet weekly to follow up on Action Plans, Individualized Student Behavior Plans/Comprehensive Student Success Plans, Academic Intervention Plans, etc. as needed.	12/19/25	Marchitell and SEL Team	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/24/25	Data from Universal Screening Tool (Ex: Thinking Skills Inventory).	Data being utilized to drive interventions for at least 20% of students.	
12/19/25	Action Plans, Individualized Student Behavior Plans/CSSPs, Academic Intervention Plans, etc.	All students receiving interventions are making progress on targeted skill development.	

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

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

Key Strategy 6: Implementing an Effective Student Intervention Team (SIT)	SY2526 PD Plan [Porter].xlsx	School Lead: Marchitell
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on schoolwide data (academic, behavioral, attendance, SEL and Tier II/III academic interventions) there continues to be a need to implement targeted Tier II and III support in all areas to improve student outcomes. Refining the SIT process and providing staff with implicit systems and structures to effectively use data to identify students in need of additional support.

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

Porter is refining the implementation of an effective SIT to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Complete mid-year CR-TFI (Tiers II and III) with SIT members and make necessary adjustments to SIT action plan (SCEP) goals, action steps based on data.	1/12/26	Marchitell and SEL Team	People, Time	
Complete data review (Action Plans, Individualized Student Behavior Plans/Comprehensive Student Success Plans, Academic Intervention Plans) with intervention providers, share data with classroom teachers, and adjust SIT action plans.	1/30/26	Marchitell and SEL Team	People, Time	
Continue to provide relevant staff coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress at Grade-Level Triage meetings.	3/31/26	Marchitell and SEL Team	People, Time	
SIT continues to meet weekly and reviews progress monitoring data for students participating in interventions and uses disaggregated Tier II/III intervention outcomes data and decision rules for progress monitoring and modification.	3/31/26	Marchitell and SEL Team	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/27/26	Completed mid-year CR-TFI (Tiers II and III)	10% improvement on implementation compared to June 2025 TFI	
3/31/26	Documented intervention outcomes (Ex: data tracker)	Plans and interventions adjusted for 100% of students that are not making progress	

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

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

Key Strategy 6: Implementing an Effective Student Intervention Team (SIT)	SY2526 PD Plan [Porter].xlsx	School Lead: Marchitell
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on schoolwide data (academic, behavioral, attendance, SEL and Tier II/III academic interventions) there continues to be a need to implement targeted Tier II and III support in all areas to improve student outcomes. Refining the SIT process and providing staff with implicit systems and structures to effectively use data to identify students in need of additional support.

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

Porter is refining the implementation of an effective SIT to include cyclical communication regarding next steps between the SIT members and staff, consistent development, and implementation of Tier II and III interventions, and regularly progress monitoring all interventions.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to provide relevant staff coaching in all aspects of intervention delivery, including request for assistance process, collecting data and monitoring progress at Grade-Level Triage meetings.	6/26/26	Marchitell and SEL Team	PD, People, Time	
Continue to meet weekly and review progress monitoring data for students participating in interventions and use disaggregated Tier II/III intervention outcomes data and decision rules for progress monitoring and modification.	6/26/26	Marchitell and SEL Team	People, Time	
Complete end-of-year CR-TFI (Tiers II and III) with SIT members and gather feedback from all stakeholders on effectiveness of SIT.	6/26/26	Marchitell and SEL Team	People, Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/22/26	Documented intervention outcomes (Ex: data tracker)	80% of students receiving interventions are making progress	
6/8/26	Completed end-of-year CR-TFI (Tiers II and III)	10% progress on implementation compared to mid-year TFI	

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

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	96%	97%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	96%	97%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	98%	98%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	98%	98%	
5	It was evident that our school focused on numeracy and literacy.	100%	100%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	94%	95%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100%	100%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	97%	98%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	97%	98%	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	79%	80%	
2	How often are people disrespectful to others at your school? (SS1)	24%	34%	
3	How often do students get into physical fights at your school? (SS2)	64%	70%	
4	How likely is it that someone from your school will bully you online? (SC3)	69%	73%	
5	How often do you worry about violence at your school? (SC4)	48%	55%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	68%	72%	
7	How much support do the adults at your school give you? (SB2)	71%	74%	
8	Overall, how much do you feel like you belong at your school? (SB4)	72%	75%	
9	How excited would you be to have your teacher again? (TSR1)	77%	80%	
10	How respectful is your teacher towards you? (TSR4)	81%	84%	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How much of a sense of belonging does your child have at his/her school? (School Fit 1)	83%	85%	
2	How well do you feel your child's school is preparing him/her for his/her next academic year? (School Fit 2)	96%	97%	
3	How well do the activities offered at your child's school match his/her interests? (School Fit 5)	74%	77%	
4	At your child's school. How well does the overall approach to discipline work for your child (School Fit 3)	65%	70%	
5	How comfortable is your child in asking for help from school adults? (School Fit 6)	91%	92%	
6	Given your child's cultural background, how good of a fit is his/her school. (School Fit 4)	83%	86%	
7	How well do the teaching styles of your child's teachers match your child's learning style? (School Fit 7)	87%	90%	
8	To what extent do you think that children enjoy going to your child's school? (SC1)	87%	90%	
9	How motivating are the classroom lessons at your child's school? (SC2)	83%	86%	
10	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	91%	93%	
11	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	96%	97%	
12	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	96%	97%	

EVIDENCE-BASED INTERVENTION

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

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

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

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSJ)	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>Week of 4/28</i>			<i>5/1</i>	<i>5/14</i>	<i>5/27,5/28,5/29,6/2, 6/3, 6/4/6/5/</i>
Lisa Quinones-Sherman	Principal						x	x
Jennifer D'Alessandro	Administrative Intern						x	x
Kathleen Brunetta	Teaching Assistant						x	x
Spencer Wallace	Teacher						x	x
Amy Condon	Teacher						x	x
Ashlea Vilello	Teacher						x	x
Amy Coffey	Teacher						x	x
Kaitlyn Jackson	School Counselor					x	x	x
Megan Remington	SPED Teacher						x	x
Rashida Cunningham	Academic Interventionist					x	x	x
Danielle Terzini	Teacher					x	x	x
Jessica Scheider	Parent							x
Mariah Britton	Parent							x
All Staff			x	x	x	x		
Ann Marie Grandy	Academic Interventionist						x	
Amanda DeSantis	Library Media Specialist						x	
Madison Brown	Teacher						x	

LEARNING AS A TEAM

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

Student Interviews

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

Student interviews should that many students are starting to see the consistency from grade to grade on how to approach certain problems. Also, students are learning to feel confident in their learning abilities and willing to struggle through task that might be difficult at first. Staff is looking to continue to expand strategies across grade levels that students will consistently use throughout the grade levels.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The focus is to fully engage in PDSA cycles in order to address the needs of student faster through monthly progress monitoring, and ensure students are getting the essential standards and meeting the rigor of the standards.