



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	HW SMITH PreK-8 SCHOOL	Theresa Haley	PreK-8	TSI

- ✓ **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	Theresa Haley	Principal
2	Missy Zappala	Vice Principal
3	Amy Zion	Administrative Intern
4	Catherne Kennedy	Building Union Representative
5	Meghan Wiaczek	SLT Member/Grade 1 Teacher
6	Audra Burhans	Teaching Assistant
7	Tiffany Kwiek	Science Content Liaison
8	Jen Mossotti	Math Content Liaison
9	Andrea Saether	SLT Member/Grade 4 Teacher
10	Alaina Latella	SLT Member/Grade 7 Math Teacher
11	Bridget Roman	Science Content Liaison
12	Jessica O'Neill	Special Education Content Liaison
13	Katie Cramer	SLT Member/AIS Teacher
14	Katie Sebo	Parent/School Psychologist
15	Amanda Hogan	ELA/Social Studies Content Liaison
16	Bari Grabowski	Instructional Coach
17	Heather Marzullo	ELA Content Liaison/AIS Teacher
18	Amanda Shepard	Parent

[2025-26 SCEP Guidance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [HW Smith].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 style="border: 1px solid black; padding: 10px; text-align: center;"> Goals will be developed after all 2024-25 data are available </div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Effective Unit and Lesson Planning	E
		2	Accountable Talk – Setting Goals with Student Work	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.	3	PLC – Monitoring to Promote Effectiveness	R
		4	Foundational Reading Instruction	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Promoting Student Voice & Student Leadership	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Staff to Student Check-ins	E

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

Key Strategy 1: Effective Unit and Lesson Planning	SY2526 PD Plan [HW Smith].xlsx	School Lead: Bari Grabowsky
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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.

Our NYS assessment data has 10% of our students proficient in Math and 19% of our student proficient in ELA. Less than 50% of our students are showing growth on the NWEA. Only 40% of our students are proficient on Dibels. This data indicates that our Tier 1 instruction is not meeting the needs of our students. Teachers often expressed a need for more structured support in pacing, scaffolding, and differentiating instruction to meet the diverse needs of our students. Student feedback further emphasized that engagement and clarity varied significantly from one classroom to another (Per student responses on the climate survey). These findings strongly suggest that intentional collaborative, and standards-aligned unity and lesson planning will directly address the challenges we identified. When teachers plan effectively, they are better equipped to: ensure alignment with learning standards and goals, design meaningful and engaging learning experiences through Accountable Talk, anticipate student needs and prepare appropriate interventions and extensions, maintain consistency and coherence across classrooms and grade levels. Effective planning empowers our teacher to deliver high quality instruction, which we know is the most significant school-based factor in student success. By investing in structured unit and lesson planning, we are not only supporting our educators but also setting our student up for stronger academic outcomes and a more equitable learning experience school wide.

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

The school is committed to expand and refine this approach by providing PDs and collaborative PLTs. Review of the Learning Cycles submitted in 24-25 demonstrate a lack of progression from the standard to the daily object and assessment. PLTs will be increased to 3 days a week with additional PD.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Adopt a consistent planning framework, which defines standards, objectives, essential questions, accountable talk strategies, differentiation, and assessments aligned to the guaranteed curriculum.	September 30, 2025	• Haley	<ul style="list-style-type: none"> Utilize the first 3 days of school. Sample lesson planning frameworks Lists of required lesson planning components as defined in the 15-day challenge 	
Provide grade-level specific PD to increase staff knowledge regarding curriculum, standards progressions, skills necessary to master a standard, and assessment to provide intervention and extension in order to identify a standard, the related daily objective and an assessment in the lesson plan.	Monthly beginning in September 2025 to June 15, 2026	• Grabowsky	<ul style="list-style-type: none"> Utilize our 2:00 pm staff PD time. NYS standards with related objects (progressions) 	
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan daily instruction and assess student progress essential standards.	Three times per week beginning September 2025 to June 15, 2026	• Grabowsky	<ul style="list-style-type: none"> Weekly 2:00 pm schedule Weekly 2:00 pm admin/coach meeting to design schedule Time and process to review the PLTs weekly agendas and provide feedback. 	
Utilize the 15-day (lesson planning) challenge process during PLTs to design instructional learning cycles that lead to student proficiency on essential standards. Chapters 1-3	September – June 15, 2025-2026	• Grabowsky	<ul style="list-style-type: none"> 15-day Challenge Book Canvas course for teachers to complete a 	

			book study created by H. Marzullo	
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PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
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Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Staff attendance at monthly PDs	90% of teachers will complete each monthly PD	
Nov 1, 2025	Weekly agendas and Learning Cycle	100% will submit weekly agendas and learning cycles	
Nov 1, 2025	Completion of the Canvas course for the 15-day challenge	90% of teacher will have completed the course with required reflections	

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 1: Effective Unit and Lesson Planning	SY2526 PD Plan [HW Smith].xlsx	School Lead: Bari Grabowsky
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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 past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

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

If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide grade-level specific PD to increase staff knowledge regarding curriculum, standards progressions, skills necessary to master a standard, and assessment to provide intervention and extension.	Monthly beginning in September 2025 to June 15, 2026	<ul style="list-style-type: none"> Grabowsky 	<ul style="list-style-type: none"> Utilize our 2:00 pm staff PD time. NYS standards with related objects (progressions) 	
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	Three times per week beginning September 2025 to June 15, 2026	<ul style="list-style-type: none"> Grabowsky 	<ul style="list-style-type: none"> Weekly 2:00 pm schedule Weekly 2:00 pm admin/coach meeting to design schedule Time and process to review the PLTs weekly agendas and provide feedback. 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards. Chapters 4-6	September – June 15, 2025-2026	<ul style="list-style-type: none"> Grabowsky 	<ul style="list-style-type: none"> 15-day Challenge Book Canvas course for teachers to complete a book study created by H. Marzullo 	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Staff attendance at monthly PDs	90% of teachers will complete each monthly PD	
Jan 1, 2026	Weekly agendas and Learning Cycle	100% will submit weekly agendas and learning cycles	
Jan 1, 2026	Completion of the Canvas course for the 15-day challenge	90% of teacher will have completed the course with required reflections	

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.

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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.

If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide grade-level specific PD to increase staff knowledge regarding curriculum, standards progressions, skills necessary to master a standard, and assessment to provide intervention and extension.	Monthly beginning in September 2025 to June 15, 2026	• Grabowsky	<ul style="list-style-type: none"> Utilize our 2:00 pm staff PD time. NYS standards with related objects (progressions) 	
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	Three times per week beginning September 2025 to June 15, 2026	• Grabowsky	<ul style="list-style-type: none"> Weekly 2:00 pm schedule Weekly 2:00 pm admin/coach meeting to design schedule Time and process to review the PLTs weekly agendas and provide feedback. 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards. Chapters 7-9	September – June 15, 2025-2026	• Grabowsky	<ul style="list-style-type: none"> 15-day Challenge Book Canvas course for teachers to complete a book study created by H. Marzullo 	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Apr 1, 2026	Staff attendance at monthly PDs	90% of teachers will complete each monthly PD	
Apr 1, 2026	Weekly agendas and Learning Cycle	100% will submit weekly agendas and learning cycles	
Apr 1, 2026	Completion of the Canvas course for the 15-day challenge	90% of teacher will have completed the course with required reflections	

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.

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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 past cohort and credit recovery data, a focus on this strategy will ensure that staff collaborate to create, implement, and monitor academy and school-wide systems for communicating and providing support to students and families around graduation requirements and progress, applying appropriate intervention strategies for students to maintain and monitor credit achievement and recovery, and compiling and reviewing cohort data to continually monitor graduation projections.

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

If we define and implement improvements to internal systems of communication such as setting up dates for student forums and meetings with families to discuss specific needs for graduation regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing support around the plans consistently, and intentionally focusing on PBIS to motivate students to graduate on time, then there will be an increase of students who graduate with their cohort.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide grade-level specific PD to increase staff knowledge regarding curriculum, standards progressions, skills necessary to master a standard, and assessment to provide intervention and extension.	Monthly beginning in September 2025 to June 15, 2026	• Grabowsky	• Utilize our 2:00 pm staff PD time • NYS standards with related objects (progressions)	
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	Three times per week beginning September 2025 to June 15, 2026	• Grabowsky	• Weekly 2:00 pm schedule • Weekly 2:00 pm admin/coach meeting to design schedule • Time and process to review the PLTs weekly agendas and provide feedback.	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards. Reflection Chapters	September – June 15, 2025-2026	• Grabowsky	• 15-day Challenge Book • Canvas course for teachers to complete a book study created by H. Marzullo	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jun 25, 2026	Staff attendance at monthly PDs	90% of teachers will complete each monthly PD	
Jun 25, 2026	Weekly agendas and Learning Cycle	100% will submit weekly agendas and learning cycles	
Jun 25, 2026	Completion of the Canvas course for the 15-day challenge	90% of teacher will have completed the course with required reflections	

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: Accountable Talk: Setting Goals with Student Work Samples	SY2526 PD Plan [HW Smith].xlsx	School Lead: Bari Grabowsky Katie Cramer
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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.

Integrating accountable talk with intentional goal setting and regular analysis of student work samples will have a multi-layered positive impact. It promotes deeper understanding through student dialogue and reasoning, increased ownership of learning as students monitor their own progress, stronger feedback loops between students and teachers, and improved academic performance as students become more aware of expectation and growth areas. 24-25 walk through data indicated less than 50% of walk throughs received a level 3 on the walkthrough tool.

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

We will continue to deliver the district AT training modules and facilitate the bridge to practice from each module. We will increase the number of frequencies in AT walkthroughs using the AT rubric.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to teachers on facilitating accountable talk, including essential questions, discussion, norms and scaffolding techniques for all 3 features using the bridge to practice model. Module 4	October 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Impact Coach TBD 	<ul style="list-style-type: none"> Utilize Unit 1 PD District modules for Accountable Talk Impact Coaches and Content Liaison 	
Establish student goal-setting protocols tied to specific learning standards and assessment criteria. Unit/Module 1-2 for all contents	October 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Grade Level Team Leaders 	<ul style="list-style-type: none"> Utilize PLTs Formative assessment data Learning standards 	
Create opportunities for staff and students to analyze work samples, reflect on accountable talk implementation, and revise work based on feedback.	October 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	October 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work Walk through data and feedback 	

PROGRESS MONITORING (AUGUST – OCTOBER) Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	
Nov 1, 2025	Staff attendance at AT PD	90% of teachers will complete AT PD	

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 2: Accountable Talk: Setting Goals with Student Work Samples

[SY2526 PD Plan \[HW Smith\].xlsx](#)

School Lead:
Bari Grabowsky

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.

Integrating accountable talk with intentional goal setting and regular analysis of student work samples will have a multi-layered positive impact. It promotes deeper understanding through student dialogue and reasoning, increased ownership of learning as students monitor their own progress, stronger feedback loops between students and teachers, and improved academic performance as students become more aware of expectation and growth areas. 24-25 walk through data indicated less than 50% of walk throughs received a level 3 on the walkthrough tool.

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

We will continue to deliver the district AT training modules and facilitate the bridge to practice from each module. We will increase the number of frequencies in AT walkthroughs using the AT rubric.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to teachers on facilitating accountable talk, including essential questions, discussion, norms and scaffolding techniques for all 3 features using the bridge to practice model. Module 5	December 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Impact Coach TBD 	<ul style="list-style-type: none"> Utilize Unit 1 PD District modules for Accountable Talk Impact Coaches and Content Liaison 	
Establish student goal-setting protocols tied to specific learning standards and assessment criteria. Unit/Module 2-3 for all contents	December 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Grade Level Team Leaders 	<ul style="list-style-type: none"> Utilize PLTs Formative assessment data Learning standards 	
Create opportunities for staff and students to analyze work samples, reflect on accountable talk implementation, and revise work based on feedback.	December 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	December 30, 2025	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work Walk through data and feedback 	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	
Jan 1, 2026	Staff attendance at AT PD	90% of teachers will complete AT PD	

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: Accountable Talk: Setting Goals with Student Work Samples	SY2526 PD Plan [HW Smith].xlsx	School Lead: Bari Grabowsky
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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.

Integrating accountable talk with intentional goal setting and regular analysis of student work samples will have a multi-layered positive impact. It promotes deeper understanding through student dialogue and reasoning, increased ownership of learning as students monitor their own progress, stronger feedback loops between students and teachers, and improved academic performance as students become more aware of expectation and growth areas. 24-25 walk through data indicated less than 50% of walk throughs received a level 3 on the walkthrough tool.

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

We will continue to deliver the district AT training modules and facilitate the bridge to practice from each module. We will increase the number of frequencies in AT walkthroughs using the AT rubric.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to teachers on facilitating accountable talk, including essential questions, discussion, norms and scaffolding techniques for all 3 features using the bridge to practice model. Module 6	March 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Impact Coach TBD 	<ul style="list-style-type: none"> Utilize Unit 1 PD District modules for Accountable Talk Impact Coaches and Content Liaison 	
Establish student goal-setting protocols tied to specific learning standards and assessment criteria. Unit/Module 3-4	March 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Grade Level Team Leaders 	<ul style="list-style-type: none"> Utilize PLTs Formative assessment data Learning standards 	
Create opportunities for staff and students to analyze work samples, reflect on accountable talk implementation, and revise work based on feedback.	March 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	March 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work Walk through data and feedback 	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Apr 1, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	
Apr 1, 2026	Staff attendance at AT PD	90% of teachers will complete AT PD	

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.

Key Strategy 2: Accountable Talk: Setting Goals with Student Work Samples	SY2526 PD Plan [HW Smith].xlsx	School Lead: Bari Grabowski
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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.

Integrating accountable talk with intentional goal setting and regular analysis of student work samples will have a multi-layered positive impact. It promotes deeper understanding through student dialogue and reasoning, increased ownership of learning as students monitor their own progress, stronger feedback loops between students and teachers, and improved academic performance as students become more aware of expectation and growth areas. 24-25 walk through data indicated less than 50% of walk throughs received a level 3 on the walkthrough tool.

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

We will continue to deliver the district AT training modules and facilitate the bridge to practice from each module. We will increase the number of frequencies in AT walkthroughs using the AT rubric.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to teachers on facilitating accountable talk, including essential questions, discussion, norms and scaffolding techniques for all 3 features using the bridge to practice model. Module 7	June 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Impact Coach TBD 	<ul style="list-style-type: none"> Utilize Unit 1 PD District modules for Accountable Talk Impact Coaches and Content Liaison 	
Establish student goal-setting protocols tied to specific learning standards and assessment criteria. Unit/Module 4-5 for all contents	June 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer Grade Level Team Leaders 	<ul style="list-style-type: none"> Utilize PLTs Formative assessment data Learning standards 	
Create opportunities for staff and students to analyze work samples, reflect on accountable talk implementation, and revise work based on feedback.	June 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	June 30, 2026	<ul style="list-style-type: none"> Bari Grabowsky Katie Cramer 	<ul style="list-style-type: none"> Utilize PLTs Student work Walk through data and feedback 	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 15, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	
June 15, 2026	Staff attendance at AT PD	90% of teachers will complete AT PD	

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 \[HW Smith\].xlsx](#)

School Lead:
Amy Zion

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 teacher feedback and questions/complaints submitted to SLTs, there is a need for greater clarity of purpose in PLC meetings with many expressing how to translate PLC conversations into tangible instructional improvement. Additionally, data analysis showed that teams that had well-facilitated and outcomes-driven PLCs demonstrated stronger student growth in key academic areas, particularly in literacy. The kindergarten PLC team completed the PLT process effectively resulting in over 40% of the students reaching proficiency on NWF in June of 24, exceeding the districts goal. Monitory and supporting PLC effectiveness will have a direct and positive impact on student achievement by: ensuring that collaborative time is focused on student data, instructional strategies and targeted interventions, promoting shared ownership of student outcomes and consistent instructional expectations across classrooms, and supporting a culture of continuous improvement through goal setting, feedback, and reflection within team.

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

Additional PD will be delivered through a comprehensive Canvas course/book study of the 15-day Challenge by Maria Nielsen.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in a book study of the 15-Day Challenge by Maria Nielsen	November 1, 2025	<ul style="list-style-type: none"> Amy Zion 	<ul style="list-style-type: none"> 15-Day Challenge by Maria Neilsen Time to develop Canvas course Budget to pay teachers for time outside contractual hours 	
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	November 1, 2025	<ul style="list-style-type: none"> Amy Zion 	<ul style="list-style-type: none"> Utilize 2:00 pm PD time Create a weekly schedule 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards.	November 1, 2025	<ul style="list-style-type: none"> Amy Zion Grade Level Teachers 	<ul style="list-style-type: none"> Utilize PLT times Student data on essential standards 	
Self-assess PLTs effectiveness using the Learning Communities at Work Continuum.	November 1, 2025	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Self-assessment rubric 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	November 1, 2025	<ul style="list-style-type: none"> Amy Zion Grade Level Teachers 	<ul style="list-style-type: none"> Utilize 2:00 pm PD time Create a weekly schedule 	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Staff completion of the Canvas course for 15-Day Challenge	90% of teachers completed the reading and reflections in the Canvas course	
Nov 1, 2025	The Learning Communities at Work Continuum.	100% of the teachers complete the Self-Assessment for the effectiveness	

		of their PLTs and rate themselves as sustain or better.	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [HW Smith].xlsx	School Lead: Amy Zion
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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 teacher feedback and questions/complaints submitted to SLTs, there is a need for greater clarity of purpose in PLC meetings with many expressing how to translate PLC conversations into tangible instructional improvement. Additionally, data analysis showed that teams that had well-facilitated and outcomes-driven PLCs demonstrated stronger student growth in key academic areas, particularly in literacy. The kindergarten PLC team completed the PLT process effectively resulting in over 40% of the students reaching proficiency on NWF in June of 24, exceeding the districts goal. Monitory and supporting PLC effectiveness will have a direct and positive impact on student achievement by: ensuring that collaborative time is focused on student data, instructional strategies and targeted interventions, promoting shared ownership of student outcomes and consistent instructional expectations across classrooms, and supporting a culture of continuous improvement through goal setting, feedback, and reflection within team.

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

Additional PD will be delivered through a comprehensive Canvas course/book study of the 15-day Challenge by Maria Nielsen.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	January 1, 2026	Amy Zion	<ul style="list-style-type: none"> 15-Day Challenge by Maria Neilsen Time to develop Canvas course Budget to pay teachers for time outside contractual hours 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards.	January 1, 2026	<ul style="list-style-type: none"> Amy Zion 	<ul style="list-style-type: none"> Utilize 2:00 pm PD time Create a weekly schedule 	
Self-assess PLTs effectiveness using the Learning Communities at Work Continuum.	January 1, 2026	<ul style="list-style-type: none"> Amy Zion Grade Level Teachers 	<ul style="list-style-type: none"> Utilize PLT times Student data on essential standards 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	January 1, 2026	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Self-assessment rubric 	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Staff completion of the Canvas course for 15-Day Challenge	90% of teachers completed the reading and reflections in the Canvas course	
Jan 1, 2026	The Learning Communities at Work Continuum.	100% of the teachers complete the Self-Assessment for the effectiveness of their PLTs and rate themselves as sustain or better.	

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

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

Key Strategy 3: PLC: Monitoring to Promote Effectiveness

[SY2526 PD Plan \[HW Smith\].xlsx](#)

School Lead:
Amy Zion

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	April 1, 2026	Amy Zion	<ul style="list-style-type: none"> 15-Day Challenge by Maria Neilsen Time to develop Canvas course Budget to pay teachers for time outside contractual hours 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards.	April 1, 2026	<ul style="list-style-type: none"> Amy Zion 	<ul style="list-style-type: none"> Utilize 2:00 pm PD time Create a weekly schedule 	
Self-assess PLTs effectiveness using the Learning Communities at Work Continuum.	April 1, 2026	<ul style="list-style-type: none"> Amy Zion Grade Level Teachers 	<ul style="list-style-type: none"> Utilize PLT times Student data on essential standards 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	April 1, 2026	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Self-assessment rubric 	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Apr 1, 2026	Staff completion of the Canvas course for 15-Day Challenge	90% of teachers completed the reading and reflections in the Canvas course	
Apr 1, 2026	The Learning Communities at Work Continuum.	100% of the teachers complete the Self-Assessment for the effectiveness of their PLTs and rate themselves as sustain or better.	

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 3: PLC: Monitoring to Promote Effectiveness

[SY2526 PD Plan \[HW Smith\].xlsx](#)

School Lead:
Amy Zion

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 teacher feedback and questions/complaints submitted to SLTs, there is a need for greater clarity of purpose in PLC meetings with many expressing how to translate PLC conversations into tangible instructional improvement. Additionally, data analysis showed that teams that had well-facilitated and outcomes-driven PLCs demonstrated stronger student growth in key academic areas, particularly in literacy. The kindergarten PLC team completed the PLT process effectively resulting in over 40% of the students reaching proficiency on NWF in June of 24, exceeding the districts goal. Monitory and supporting PLC effectiveness will have a direct and positive impact on student achievement by: ensuring that collaborative time is focused on student data, instructional strategies and targeted interventions, promoting shared ownership of student outcomes and consistent instructional expectations across classrooms, and supporting a culture of continuous improvement through goal setting, feedback, and reflection within team.

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

Additional PD will be delivered through a comprehensive Canvas course/book study of the 15-day Challenge by Maria Nielsen.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule grade-level teams to ensure all teachers are teaching the same content and participating in ongoing PD and support to implement an effective PLT structure for all staff using “Learning by Doing” to plan for and assess essential standards.	June 15, 2026	Amy Zion	<ul style="list-style-type: none"> 15-Day Challenge by Maria Neilsen Time to develop Canvas course Budget to pay teachers for time outside contractual hours 	
Utilize the 15-day challenge process during PLTs to design instruction that leads to student proficiency on essential standards.	June 15, 2026	<ul style="list-style-type: none"> Amy Zion 	<ul style="list-style-type: none"> Utilize 2:00 pm PD time Create a weekly schedule 	
Self-assess PLTs effectiveness using the Learning Communities at Work Continuum.	June 15, 2026	<ul style="list-style-type: none"> Amy Zion Grade Level Teachers 	<ul style="list-style-type: none"> Utilize PLT times Student data on essential standards 	
Utilize PLTs to calibrate expectations around student work, share strategies for effective implementation of accountable talk and assess individual teacher walk through data and feedback.	June 15, 2026	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Self-assessment rubric 	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jun 15, 2026	Staff completion of the Canvas course for 15-Day Challenge	90% of teachers completed the reading and reflections in the Canvas course	
Jun 15, 2026	The Learning Communities at Work Continuum.	100% of the teachers complete the Self-Assessment for the effectiveness of their PLTs and rate themselves as sustain or better.	

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: Foundational Reading Instruction	SY2526 PD Plan [HW Smith].xlsx	School Lead: Theresa Haley
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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.

We need to prioritize foundation reading as a key focus area, aligning instruction with evidence-based practices, investing in staff development, and strengthening early intervention systems. We are confident that this targeted approach will significantly enhance reading proficiency and overall student achievement. 24-25 data indicate overall 38% are proficient on Dibels, however, 45% are in the most intensive range. Only 19 students of the 72 3rd graders are proficient indicating that our foundational reading instruction is not effective.

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

This is a new strategy for HW Smith

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Offer ongoing PD aligned with the Science of Reading including how to deliver direct instruction in phonological awareness, decoding and word recognition.	November 1, 2025	<ul style="list-style-type: none"> LETRS Trainers 	<ul style="list-style-type: none"> LETRS trainer Budget to pay teachers outside the contractual hours Time built in to the 2:00 pm PD 	
Administer universal screeners and diagnostic assessments at least three times a year to monitor student progress in foundational skills.	October 30, 2025	<ul style="list-style-type: none"> AIS Teachers Classroom Teachers 	<ul style="list-style-type: none"> HW Smith assessment SWAT team Dibels materials School wide assessment spreadsheet 	
Schedule and protect uninterrupted, daily literacy instruction with a focus on foundational skills in early grades and bridge to complex text work and comprehension.	November 1, 2025	<ul style="list-style-type: none"> Admin team 	<ul style="list-style-type: none"> Master Schedule Walkthrough tool 	
Incorporate guided reading and skills-based centers aligned with explicit instruction and limiting independent time away from teacher.	November 1, 2025	<ul style="list-style-type: none"> Bari Grabowsky Classroom Teachers 	<ul style="list-style-type: none"> Digital resources Guided reading materials 	
Implement Tier 3 reading interventions with fidelity for students identified as at-risk or below benchmark and utilize AIS staff to support K-2 reading instruction through push-in, pull-out, and co-planning.	November 1, 2025	<ul style="list-style-type: none"> Danielle Petersen Cathy Kennedy 	<ul style="list-style-type: none"> ER program materials Teaching assistant in the ER room 	
Ensure progress monitoring occurs biweekly for students receiving interventions to inform instructional decisions.	November 1, 2025	<ul style="list-style-type: none"> Classroom teachers Danielle Petersen Bari Grabowsky 	<ul style="list-style-type: none"> School wide assessment spreadsheet Dibels materials District wide assessment timeline 	
Utilize instructional coaches to support classroom implementation, model lessons, and facilitate data meetings focused on reading growth.	November 1, 2025	<ul style="list-style-type: none"> Classroom teachers Bari Grabowsky 	<ul style="list-style-type: none"> Observation feedback tool 	
Provide structured coaching cycles to improve teacher practice and consistency in instructional delivery.	November 1, 2025	<ul style="list-style-type: none"> Classroom teachers Bari Grabowsky 	<ul style="list-style-type: none"> Observation feedback tool 	

Offer parent workshops and take-home resources to promote reading at home and build foundational skills beyond adjustments in the classroom.	November 1, 2025	<ul style="list-style-type: none"> • Paul Lyboubt • Bari Grabowsky 	<ul style="list-style-type: none"> • Supplies and materials for families to take home • Time to schedule 	
Communicate student progress regularly and provide guidance on how families can support early reading development	November 1, 2025	<ul style="list-style-type: none"> • Paul Lyboubt • Classroom teachers • Bari Grabowsky 	<ul style="list-style-type: none"> • Dibels parent reports 	
Conduct weekly classroom walkthroughs using a literacy-focused observation tool to ensure alignment with best practices.	November 1, 2025	<ul style="list-style-type: none"> • Amy Zion • Bari Grabowsky 	<ul style="list-style-type: none"> • Walkthrough tool 	
Review lesson plans, student work samples, and assessment data to guide professional learning and provide intervention and extension.	November 1, 2025	<ul style="list-style-type: none"> • All Admin 	<ul style="list-style-type: none"> • Lesson plan feedback form • Schedule for lesson plan feedback reviews 	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Staff attendance at LETRS training	90% of teachers will attend LETRS training	
Nov 1, 2025	Instructional Coaches will perform observation feedback cycle	Coaches will perform at least 10 cycles in this quarter	

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: Foundational Reading Instruction	SY2526 PD Plan [HW Smith].xlsx	School Lead: Theresa Haley
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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.

We need to prioritize foundation reading as a key focus area, aligning instruction with evidence-based practices, investing in staff development, and strengthening early intervention systems. We are confident that this targeted approach will significantly enhance reading proficiency and overall student achievement. 24-25 data indicate overall 38% are proficient on Dibels, however, 45% are in the most intensive range. Only 19 students of the 72 3rd graders are proficient indicating that our foundational reading instruction is not effective.

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

This is a new strategy for HW Smith

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Offer ongoing PD aligned with the Science of Reading including how to deliver direct instruction in phonological awareness, decoding and word recognition.	January 1, 2026	• LETRS Trainers	• LETRS trainer • Budget to pay teachers outside the contractual hours • Time built in to the 2:00 pm PD	
Administer universal screeners and diagnostic assessments at least three times a year to monitor student progress in foundational skills.	January 1, 2026	• AIS Teachers • Classroom Teachers	• HW Smith assessment • SWAT team • Dibels materials • School wide assessment spreadsheet	
Schedule and protect uninterrupted, daily literacy instruction with a focus on foundational skills in early grades and bridge to complex text work and comprehension.	January 1, 2026	• Admin team	• Master Schedule • Walkthrough tool	
Incorporate guided reading and skills-based centers aligned with explicit instruction and limiting independent time away from teacher.	January 1, 2026	• Bari Grabowsky • Classroom Teachers	• Digital resources • Guided reading materials	
Implement Tier 3 reading interventions with fidelity for students identified as at-risk or below benchmark and utilize AIS staff to support K-2 reading instruction through push-in, pull-out, and co-planning.	January 1, 2026	• Danielle Petersen • Cathy Kennedy	• ER program materials • Teaching assistant in the ER room	
Ensure progress monitoring occurs biweekly for students receiving interventions to inform instructional decisions.	January 1, 2026	• Classroom teachers • Danielle Petersen • Bari Grabowsky	• School wide assessment spreadsheet • Dibels materials • District wide assessment timeline	
Utilize instructional coaches to support classroom implementation, model lessons, and facilitate data meetings focused on reading growth.	January 1, 2026	• Classroom teachers • Bari Grabowsky	• Observation feedback tool	
Provide structured coaching cycles to improve teacher practice and consistency in instructional delivery.	January 1, 2026	• Classroom teachers • Bari Grabowsky	• Observation feedback tool	

Offer parent workshops and take-home resources to promote reading at home and build foundational skills beyond adjustments in the classroom.	January 1, 2026	<ul style="list-style-type: none"> • Paul Lyboubt • Bari Grabowsky 	<ul style="list-style-type: none"> • Supplies and materials for families to take home • Time to schedule 	
Communicate student progress regularly and provide guidance on how families can support early reading development	January 1, 2026	<ul style="list-style-type: none"> • Paul Lyboubt • Classroom teachers • Bari Grabowsky 	<ul style="list-style-type: none"> • Dibels parent reports 	
Conduct weekly classroom walkthroughs using a literacy-focused observation tool to ensure alignment with best practices.	January 1, 2026	<ul style="list-style-type: none"> • Amy Zion • Bari Grabowsky 	<ul style="list-style-type: none"> • Walkthrough tool 	
Review lesson plans, student work samples, and assessment data to guide professional learning and provide intervention and extension.	January 1, 2026	<ul style="list-style-type: none"> • All Admin 	<ul style="list-style-type: none"> • Lesson plan feedback form • Schedule for lesson plan feedback reviews 	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Staff attendance at LETRS training	90% of teachers will attend LETRS training	
Jan 1, 2026	Instructional Coaches will perform observation feedback cycle	Coaches will perform at least 10 cycles in this quarter	

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

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Key Strategy 4: Foundational Reading Instruction	SY2526 PD Plan [HW Smith].xlsx	School Lead: Theresa Haley
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This is a new strategy for HW Smith

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Offer ongoing PD aligned with the Science of Reading including how to deliver direct instruction in phonological awareness, decoding and word recognition.	April 1, 2026	• LETRS Trainers	• LETRS trainer • Budget to pay teachers outside the contractual hours • Time built in to the 2:00 pm PD	
Administer universal screeners and diagnostic assessments at least three times a year to monitor student progress in foundational skills.	April 1, 2026	• AIS Teachers • Classroom Teachers	• HW Smith assessment • SWAT team • Dibels materials • School wide assessment spreadsheet	
Schedule and protect uninterrupted, daily literacy instruction with a focus on foundational skills in early grades and bridge to complex text work and comprehension.	April 1, 2026	• Admin team	• Master Schedule • Walkthrough tool	
Incorporate guided reading and skills-based centers aligned with explicit instruction and limiting independent time away from teacher.	April 1, 2026	• Bari Grabowsky • Classroom Teachers	• Digital resources • Guided reading materials	
Implement Tier 3 reading interventions with fidelity for students identified as at-risk or below benchmark and utilize AIS staff to support K-2 reading instruction through push-in, pull-out, and co-planning.	April 1, 2026	• Danielle Petersen • Cathy Kennedy	• ER program materials • Teaching assistant in the ER room	
Ensure progress monitoring occurs biweekly for students receiving interventions to inform instructional decisions.	April 1, 2026	• Classroom teachers • Danielle Petersen • Bari Grabowsky	• School wide assessment spreadsheet • Dibels materials • District wide assessment timeline	
Utilize instructional coaches to support classroom implementation, model lessons, and facilitate data meetings focused on reading growth.	April 1, 2026	• Classroom teachers • Bari Grabowsky	• Observation feedback tool	
Provide structured coaching cycles to improve teacher practice and consistency in instructional delivery.	April 1, 2026	• Classroom teachers • Bari Grabowsky	• Observation feedback tool	

Offer parent workshops and take-home resources to promote reading at home and build foundational skills beyond adjustments in the classroom.	April 1, 2026	<ul style="list-style-type: none"> • Paul Lyboubt • Bari Grabowsky 	<ul style="list-style-type: none"> • Supplies and materials for families to take home • Time to schedule 	
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Review lesson plans, student work samples, and assessment data to guide professional learning and provide intervention and extension.	April 1, 2026	<ul style="list-style-type: none"> • All Admin 	<ul style="list-style-type: none"> • Lesson plan feedback form • Schedule for lesson plan feedback reviews 	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 1, 2026	Staff attendance at LETRS training	90% of teachers will attend LETRS training	
April 1, 2026	Instructional Coaches will perform observation feedback cycle	Coaches will perform at least 10 cycles in this quarter	

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: Foundational Reading Instruction	SY2526 PD Plan [HW Smith].xlsx	School Lead: Theresa Haley
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

This is a new strategy for HW Smith

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Offer ongoing PD aligned with the Science of Reading including how to deliver direct instruction in phonological awareness, decoding and word recognition.	June 15, 2026	<ul style="list-style-type: none"> LETRS Trainers 	<ul style="list-style-type: none"> LETRS trainer Budget to pay teachers outside the contractual hours Time built in to the 2:00 pm PD 	
Administer universal screeners and diagnostic assessments at least three times a year to monitor student progress in foundational skills.	June 15, 2026	<ul style="list-style-type: none"> AIS Teachers Classroom Teachers 	<ul style="list-style-type: none"> HW Smith assessment SWAT team Dibels materials School wide assessment spreadsheet 	
Schedule and protect uninterrupted, daily literacy instruction with a focus on foundational skills in early grades and bridge to complex text work and comprehension.	June 15, 2026	<ul style="list-style-type: none"> Admin team 	<ul style="list-style-type: none"> Master Schedule Walkthrough tool 	
Incorporate guided reading and skills-based centers aligned with explicit instruction and limiting independent time away from teacher.	June 15, 2026	<ul style="list-style-type: none"> Bari Grabowsky Classroom Teachers 	<ul style="list-style-type: none"> Digital resources Guided reading materials 	
Implement Tier 3 reading interventions with fidelity for students identified as at-risk or below benchmark and utilize AIS staff to support K-2 reading instruction through push-in, pull-out, and co-planning.	June 15, 2026	<ul style="list-style-type: none"> Danielle Petersen Cathy Kennedy 	<ul style="list-style-type: none"> ER program materials Teaching assistant in the ER room 	
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Utilize instructional coaches to support classroom implementation, model lessons, and facilitate data meetings focused on reading growth.	June 15, 2026	<ul style="list-style-type: none"> Classroom teachers Bari Grabowsky 	<ul style="list-style-type: none"> Observation feedback tool 	
Provide structured coaching cycles to improve teacher practice and consistency in instructional delivery.	June 15, 2026	<ul style="list-style-type: none"> Classroom teachers Bari Grabowsky 	<ul style="list-style-type: none"> Observation feedback tool 	

Offer parent workshops and take-home resources to promote reading at home and build foundational skills beyond adjustments in the classroom.	June 15, 2026	<ul style="list-style-type: none"> • Paul Lyboubt • Bari Grabowsky 	<ul style="list-style-type: none"> • Supplies and materials for families to take home • Time to schedule 	
Communicate student progress regularly and provide guidance on how families can support early reading development	June 15, 2026	<ul style="list-style-type: none"> • Paul Lyboubt • Classroom teachers • Bari Grabowsky 	<ul style="list-style-type: none"> • Dibels parent reports 	
Conduct weekly classroom walkthroughs using a literacy-focused observation tool to ensure alignment with best practices.	June 15, 2026	<ul style="list-style-type: none"> • Amy Zion • Bari Grabowsky 	<ul style="list-style-type: none"> • Walkthrough tool 	
Review lesson plans, student work samples, and assessment data to guide professional learning and provide intervention and extension.	June 15, 2026	<ul style="list-style-type: none"> • All Admin 	<ul style="list-style-type: none"> • Lesson plan feedback form • Schedule for lesson plan feedback reviews 	

PROGRESS MONITORING (APRIL – JUNE) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 15, 2026	Staff attendance at LETRS training	90% of teachers will attend LETRS training	
June 15, 2026	Instructional Coaches will perform observation feedback cycle	Coaches will perform at least 10 cycles in this quarter	

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: Promoting Student Voice & Student Leadership	SY2526 PD Plan [HW Smith].xlsx	School Lead: Heather Marzullo
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

When reviewing student interviews and climate surveys, results were not favorable in the areas of student teacher relationships, sense of belonging, and student voice and choice. Discipline and attendance data suggest that students who feel a greater sense of ownership and belonging are more likely to be positively engaged in school. In classrooms and programs where students had structured opportunities to lead, collaborate and reflect, we observed increased motivation, improved peer relationships, and stronger academic confidence. In grades 3-5, 49% of the students responded favorably to the question, 'how well to people understand the kind of person you are?' Also, 57% responded favorably to the question, 'when you are at school how much do you feel you belong?' In grades 7-8, 33% responded favorably to questions 1, and 46% responded favorably to question 2. Only 48% responded favorably to the student teacher relations section of the survey, which is down 6% from last year's survey.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Support teachers in incorporating student choice, goal setting and peer collaboration in daily instruction through the implementation of Accountable Talk	October 30, 2025	<ul style="list-style-type: none"> Heather Marzullo Bari Grabowski Justin Petranchuk 	<ul style="list-style-type: none"> Incorporate through Key Strategies 1 and 2 at 2:00 pm PD time 	
Conduct quarterly student surveys to gather feedback on learning experiences and school culture.	October 30, 2025	<ul style="list-style-type: none"> Heather Marzullo 	<ul style="list-style-type: none"> Utilize CREW time to complete surveys Create surveys aligned to learning experiences and school culture 	
Integrate leadership skill-building into CREW, SEL lessons, and enrichment programs.	October 30, 2025	<ul style="list-style-type: none"> Justin Petranchuk Heather Marzullo CREW Leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD for CREW leaders to work with all CREW teachers 	
Use attendance, behavior, and engagement data to assess the impact of student voice and leadership initiatives	October 30, 2025	<ul style="list-style-type: none"> Jeanette Espinosa 	<ul style="list-style-type: none"> Schooltool data reports Survey results from action step 2 from this Key Strategy 	
Implement and adopt a grade program where students in grades 4-8 become mentors to our students in grades PreK-3.	October 30, 2025	<ul style="list-style-type: none"> Justin Petranchuk Grade-level Team leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD time to create a schedule Copy of Master Schedule 	
Expand our current Student Council, Through My Eyes Club, Building Men, and Leading Ladies	October 30, 2025	<ul style="list-style-type: none"> Heather Marzullo Chris Britts Tyler Sennett Any additional 	<ul style="list-style-type: none"> Provide time within the day for clubs to meet Provide time in the after-school program for clubs to meet 	

		Club Advisors		
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PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
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Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Completion of the student survey	90% of the students complete the student survey	
Nov 1, 2025	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
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Empty space for notes/reflections

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

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [HW Smith].xlsx	School Lead: Heather Marzullo
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This is a new strategy for HW Smith.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Support teachers in incorporating student choice, goal setting and peer collaboration in daily instruction through the implementation of Accountable Talk	January 1, 2026	<ul style="list-style-type: none"> Heather Marzullo Bari Grabowski Justin Petranchuk 	<ul style="list-style-type: none"> Incorporate through Key Strategies 1 and 2 at 2:00 pm PD time 	
Conduct quarterly student surveys to gather feedback on learning experiences and school culture.	January 1, 2026	<ul style="list-style-type: none"> Heather Marzullo 	<ul style="list-style-type: none"> Utilize CREW time to complete surveys Create surveys aligned to learning experiences and school culture 	
Integrate leadership skill-building into CREW, SEL lessons, and enrichment programs.	January 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk Heather Marzullo CREW Leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD for CREW leaders to work with all CREW teachers 	
Use attendance, behavior, and engagement data to assess the impact of student voice and leadership initiatives	January 1, 2026	<ul style="list-style-type: none"> Jeanette Espinosa 	<ul style="list-style-type: none"> Schooltool data reports Survey results from action step 2 from this Key Strategy 	
Implement and adopt a grade program where students in grades 4-8 become mentors to our students in grades PreK-3.	January 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk Grade-level Team leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD time to create a schedule Copy of Master Schedule 	
Expand our current Student Council, Through My Eyes Club, Building Men, and Leading Ladies	January 1, 2026	<ul style="list-style-type: none"> Heather Marzullo Chris Britts Tyler Sennett Any additional 	<ul style="list-style-type: none"> Provide time within the day for clubs to meet Provide time in the after-school program for clubs to meet 	

		Club Advisors		
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PROGRESS MONITORING (NOVEMBER – DECEMBER) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Completion of the student survey	90% of the students complete the student survey	
Jan 1, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	

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.

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [HW Smith].xlsx	School Lead: Heather Marzullo
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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This is a new strategy for HW Smith.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Support teachers in incorporating student choice, goal setting and peer collaboration in daily instruction through the implementation of Accountable Talk	April 1, 2026	<ul style="list-style-type: none"> Heather Marzullo Bari Grabowski Justin Petranchuk 	<ul style="list-style-type: none"> Incorporate through Key Strategies 1 and 2 at 2:00 pm PD time 	
Conduct quarterly student surveys to gather feedback on learning experiences and school culture.	April 1, 2026	<ul style="list-style-type: none"> Heather Marzullo 	<ul style="list-style-type: none"> Utilize CREW time to complete surveys Create surveys aligned to learning experiences and school culture 	
Integrate leadership skill-building into CREW, SEL lessons, and enrichment programs.	April 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk Heather Marzullo CREW Leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD for CREW leaders to work with all CREW teachers 	
Use attendance, behavior, and engagement data to assess the impact of student voice and leadership initiatives	April 1, 2026	<ul style="list-style-type: none"> Jeanette Espinosa 	<ul style="list-style-type: none"> Schooltool data reports Survey results from action step 2 from this Key Strategy 	
Implement and adopt a grade program where students in grades 4-8 become mentors to our students in grades PreK-3.	April 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk Grade-level Team leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD time to create a schedule Copy of Master Schedule 	
Expand our current Student Council, Through My Eyes Club, Building Men, and Leading Ladies	April 1, 2026	<ul style="list-style-type: none"> Heather Marzullo Chris Britts Tyler Sennett Any additional 	<ul style="list-style-type: none"> Provide time within the day for clubs to meet Provide time in the after-school program for clubs to meet 	

		Club Advisors		
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PROGRESS MONITORING (JANUARY – MARCH) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Apr 1, 2026	Completion of the student survey	90% of the students complete the student survey	
Apr 1, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	

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: Promoting Student Voice & Student Leadership	SY2526 PD Plan [HW Smith].xlsx	School Lead: Heather Marzullo
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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This is a new strategy for HW Smith.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Support teachers in incorporating student choice, goal setting and peer collaboration in daily instruction through the implementation of Accountable Talk	June 15, 2026	<ul style="list-style-type: none"> Heather Marzullo Bari Grabowski Justin Petranchuk 	<ul style="list-style-type: none"> Incorporate through Key Strategies 1 and 2 at 2:00 pm PD time 	
Conduct quarterly student surveys to gather feedback on learning experiences and school culture.	June 15, 2026	<ul style="list-style-type: none"> Heather Marzullo 	<ul style="list-style-type: none"> Utilize CREW time to complete surveys Create surveys aligned to learning experiences and school culture 	
Integrate leadership skill-building into CREW, SEL lessons, and enrichment programs.	June 15, 2026	<ul style="list-style-type: none"> Justin Petranchuk Heather Marzullo CREW Leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD for CREW leaders to work with all CREW teachers 	
Use attendance, behavior, and engagement data to assess the impact of student voice and leadership initiatives	June 15, 2026	<ul style="list-style-type: none"> Jeanette Espinosa 	<ul style="list-style-type: none"> Schooltool data reports Survey results from action step 2 from this Key Strategy 	
Implement and adopt a grade program where students in grades 4-8 become mentors to our students in grades PreK-3.	June 15, 2026	<ul style="list-style-type: none"> Justin Petranchuk Grade-level Team leaders 	<ul style="list-style-type: none"> Utilize 2:00 PD time to create a schedule Copy of Master Schedule 	
Expand our current Student Council, Through My Eyes Club, Building Men, and Leading Ladies	June 15, 2026	<ul style="list-style-type: none"> Heather Marzullo Chris Britts Tyler Sennett Any additional 	<ul style="list-style-type: none"> Provide time within the day for clubs to meet Provide time in the after-school program for clubs to meet 	

		Club Advisors		
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PROGRESS MONITORING (APRIL – JUNE) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 15, 2026	Completion of the student survey	90% of the students complete the student survey	
June 15, 2026	Classroom Walkthroughs	75% of walkthroughs will achieve at least a 3 rating on AT indicators	

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: Staff to Student Check-Ins	SY2526 PD Plan [HW Smith].xlsx	School Lead: Justin Petranchuk
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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.

On surveys, students do not feel a connection with their school. By providing our students with the language to identify their feelings and observe the feelings in others, along with the tools to work toward empathy and understanding, will lead our students to handle conflict more productively and reducing stress and depression. Based on the Panorama Survey, we had low favorable percentages in both 3-5 and 6-8 for the question, 'how well do the people at your school understand the kind of person you are?' Grades 6-8 were 33% favorable, and 3-5 were 49% favorable. Overall, for grades 3-8 we have a 47% rate for a sense of belonging.

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

Students will feel less isolated by participating in smaller groups, connecting with a staff member, discussing not only academics but also each student's well-being. A proactive and focused approach to support students, including more voice and choice, results in social emotional and academic growth. CREW schedule will be altered so more staff will be available to take a CREW team. The VP will visit and do regular walkthroughs to ensure participation on a biweekly basis. EL teachers (ELA) will incorporate CREW topics into EL lessons.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a period for CREW in the master schedule.	July 30, 2025	<ul style="list-style-type: none"> Theresa Haley Justin Petranchuk 	<ul style="list-style-type: none"> Master Schedule 	
Deliver PD to CREW leads on updated curriculum and strategies.	October 30, 2025	<ul style="list-style-type: none"> District personnel 	<ul style="list-style-type: none"> District Personnel 	
Assign CREW focus groups including spaces within the building to meet.	September 30, 2025	<ul style="list-style-type: none"> Justin Petranchuk Jeanette Espinosa 	<ul style="list-style-type: none"> Time within school day to schedule Master schedule 	
Utilize Peaceful Schools SELIs (Social Emotional Learning Instructor) to implement relationship circles, restorative circles, student mediations, and staff to student mediations.	September 2 – October 30, 2025 (Daily as needed)	<ul style="list-style-type: none"> Justin Petranchuk Peaceful Schools personnel Sean Delpha Julie DeZalia 	<ul style="list-style-type: none"> A room to implement restorative practices 	
Review progress reports quarterly with students, making plans for improvements where necessary.	October 30, 2025	<ul style="list-style-type: none"> Justin Petranchuk Jeanette Espinosa Teachers 	<ul style="list-style-type: none"> Data provided by school counselor Jeanette Espinosa Schedule time within CREW for the reviews 	
Analyze data collected quarterly from CREW walkthroughs to adjust pacing, group dynamics, and feedback on implementation.	October 30, 2025	<ul style="list-style-type: none"> Justin Petranchuk CREW Leads 	<ul style="list-style-type: none"> Walkthrough tool data Team to perform walkthroughs 	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	Staff attendance at PD	90% attendance at PDs	

Nov 1, 2025	Meetings with students on progress reports	90% completion of review meetings with student about	
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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: Staff to Student Check-Ins	SY2526 PD Plan [HW Smith].xlsx	School Lead: Justin Petranchuk
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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.

On surveys, students do not feel a connection with their school. By providing our students with the language to identify their feelings and observe the feelings in others, along with the tools to work toward empathy and understanding, will lead our students to handle conflict more productively and reducing stress and depression. Based on the Panorama Survey, we had low favorable percentages in both 3-5 and 6-8 for the question, 'how well do the people at your school understand the kind of person you are?' Grades 6-8 were 33% favorable, and 3-5 were 49% favorable. Overall, for grades 3-8 we have a 47% rate for a sense of belonging.

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Students will feel less isolated by participating in smaller groups, connecting with a staff member, discussing not only academics but also each student's well-being. A proactive and focused approach to support students, including more voice and choice, results in social emotional and academic growth. CREW schedule will be altered so more staff will be available to take a CREW team. The VP will visit and do regular walkthroughs to ensure participation on a biweekly basis. EL teachers (ELA) will incorporate CREW topics into EL lessons.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to CREW leads on updated curriculum and strategies.	January 1, 2026	<ul style="list-style-type: none"> District personnel 	<ul style="list-style-type: none"> District Personnel 	
Utilize Peaceful Schools SELs (Social Emotional Learning Instructor) to implement relationship circles, restorative circles, student mediations, and staff to student mediations.	September 2 – October 30, 2025 (Daily as needed)	<ul style="list-style-type: none"> Justin Petranchuk Peaceful Schools personnel Sean Delpha Julie DeZalia 	<ul style="list-style-type: none"> A room to implement restorative practices 	
Review progress reports quarterly with students, making plans for improvements where necessary.	January 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk Jeanette Espinosa Teachers 	<ul style="list-style-type: none"> Data provided by school counselor Jeanette Espinosa Schedule time within CREW for the reviews 	
Analyze data collected quarterly from CREW walkthroughs to adjust pacing, group dynamics, and feedback on implementation.	January 1, 2026	<ul style="list-style-type: none"> Justin Petranchuk CREW Leads 	<ul style="list-style-type: none"> Walkthrough tool data Team to perform walkthroughs 	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1, 2026	Staff attendance at PD	90% attendance at PDs	
Jan 1, 2026	Meetings with students on progress reports	90% completion of review meetings with student about	

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: Staff to Student Check-Ins	SY2526 PD Plan [HW Smith].xlsx	School Lead: Justin Petranchuk
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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to CREW leads on updated curriculum and strategies.	April 1, 2026	<ul style="list-style-type: none"> District personnel 	<ul style="list-style-type: none"> District Personnel 	
Utilize Peaceful Schools SELs (Social Emotional Learning Instructor) to implement relationship circles, restorative circles, student mediations, and staff to student mediations.	September 2 – October 30, 2025 (Daily as needed)	<ul style="list-style-type: none"> Justin Petranchuk Peaceful Schools personnel Sean Delpha Julie DeZalia 	<ul style="list-style-type: none"> A room to implement restorative practices 	
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PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 1, 2026	Staff attendance at PD	90% attendance at PDs	
April 1, 2026	Meetings with students on progress reports	90% completion of review meetings with student about	

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: Staff to Student Check-Ins	SY2526 PD Plan [HW Smith].xlsx	School Lead: Justin Petranchuk
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IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Deliver PD to CREW leads on updated curriculum and strategies.	June 15, 2026	District personnel	<ul style="list-style-type: none"> District Personnel 	
Utilize Peaceful Schools SELs (Social Emotional Learning Instructor) to implement relationship circles, restorative circles, student mediations, and staff to student mediations.	September 2 – October 30, 2025 (Daily as needed)	<ul style="list-style-type: none"> Justin Petranchuk Peaceful Schools personnel Sean Delpha Julie DeZalia 	<ul style="list-style-type: none"> A room to implement restorative practices 	
Review progress reports quarterly with students, making plans for improvements where necessary.	June 15, 2026	<ul style="list-style-type: none"> Justin Petranchuk Jeanette Espinosa Teachers 	<ul style="list-style-type: none"> Data provided by school counselor Jeanette Espinosa Schedule time within CREW for the reviews 	
Analyze data collected quarterly from CREW walkthroughs to adjust pacing, group dynamics, and feedback on implementation.	June 15, 2026	<ul style="list-style-type: none"> Justin Petranchuk CREW Leads 	<ul style="list-style-type: none"> Walkthrough tool data Team to perform walkthroughs 	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 15, 2026	Staff attendance at PD	90% attendance at PDs	
June 15, 2026	Meetings with students on progress reports	90% completion of review meetings with student about	

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.	97%	97%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	95%	95%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	92%	92%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	100%	100%	
5	It was evident that our school focused on numeracy and literacy.	97%	97%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	95%	95%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	97%	97%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	95%	95%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	89%	95%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	92%	92%	

	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)	38%	48%	
2	How often are people disrespectful to others at your school? (SC1)	18%	38%	
3	How often do students get into physical fights at your school? (SC2)	45%	55%	
4	How likely is it that someone from your school will bully you online? (SC3)	66%	70%	
5	How often do you worry about violence at your school? (SC4)	61%	70%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	61%	70%	
7	How much support do the adults at your school give you? (SB2)	59%	70%	
8	Overall, how much do you feel like you belong at your school? (SB4)	46%	56%	
9	How excited would you be to have your teacher again? (TSR1)	36%	50%	
10	How respectful is your teacher towards you? (TSR4)	72%	75%	

	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 feel at his/her school.	58%	65%	
2	How well do you feel that your child's school is preparing him/her for the next academic year?	55%	60%	
3	Given your child's cultural background, how good of a fit is his/her school.	57%	65%	
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)	58%	65%	
5	At your child's school how well does the overall approach to discipline work for your child?	62%	70%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	56%	60%	
7	How motivating are the classroom lessons at your child's school? (SC2)	39%	45%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	56%	60%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	67%	70%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	64%	70%	

EVIDENCE-BASED INTERVENTION

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

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

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

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<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>
Theresa Haley	Principal	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Missy Zappala	Vice Principal	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Bari Grabowsky	Instructional Coach	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Katie Cramer	Teacher - Elementary	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Cathy Kennedy	Teacher - Elementary	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Andera Saether	Teacher – 4 th grade	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Meghan Wiacek	Teacher – 1 st grade	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Kaite Sebo	Psychologist	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Alana Latella	Teacher – Math 7 th	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Jenn Mossotti	Teacher – Math 8 th	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Tiffany Kwiek	Teacher – Science 7 th	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Audra Burhans	Teaching Assistant	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Danielle Petersen	Teacher – Elementary	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30
Mark DeStefano	Teacher - ENL	3/24	4/22	5/21	5/23	4/25	5/28, 5/30	5/28, 5/30

LEARNING AS A TEAM

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

Student Interviews

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

After reviewing student interviews and Panorama Survey, the team was surprised about the student-teacher relationships and sense of belonging. Two key strategies were specifically designed to address this issue.

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 research-based strategies in this plan support the development and implementation of effective tier I instruction. NYS assessment data and student surveys indicate a need to increase student engagement and academic proficiency.