2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Roberts PreK-8	Dr. Sharon Archer	Prek-8	CSI

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

✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**

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

✓ **Civic Empowerment Project** identified: **Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM	
Name	*Title / Role*
1	Dr. Sharon Archer	Principal
2	Lindsay Thompson	Vice principal
3	Jenniffer Benedetto	Vice principal
4	Kelly Wolfram	Instructional Coach
5	Christopher Constantino	IB Coordinator
6	Lacey Dowd	IB Coordinator
7	Phillp Madvek	8th grade Science
8	Alicia Whitmore	DEB Lead/8th grade Social Studies
9	Annmarie Jones	AIS/ STA building rep
10	Marissa Mims	CTE/ DEB Lead
11	Cindi Metallo	AIS
12	Kathy Doner	6th grade ELA
13	Amy Phinney	Social Worker
14	Leigh Sexton	Social Worker
15	Erin Earnestine	Social Work Assistant
16	Zona Williams	Parent
17	Candi Edwards	Parent
18	Alea Amyot	Kindergarten CT
19	Michelle Terpening	3rd Grade

2025-26 SCEP Guidance

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

Table of Contents – Bookmark Links

OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies *(Refer to Strategy Companion Guide)*	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	**1**	2) Accountable Talk: Using Tools to Plan	E
		2	IB Primary Years Programme & Middle Years Programme (IB PYP MYP)	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	**3**	1) PLC: Implementing Essential Structures	E
		4	Tier I or Tier II Intervention Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**	Implementing an Effective Attendance Team	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**	Social Emotional Learning	N

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

Key Strategy 1: Accountable Talk: Using Tools to plan	SY2526 PD Plan [Roberts].xlsx	School Lead: Benedetto

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 data trends observed and student interview responses.*

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing at 8%. We identified two possible root causes, 1) students are not engaged in rigorous thinking and instruction, 2) students do not have the communication skills to effectively express what they know.

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

Last year we measured that accountable talk was observed in walkthroughs 41% of the time. This year we are expanding this strategy to continue PD on accountable talk that directly develops rigorous thinking and discourse.

While we attempted to support accountable talk in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revisit and utilize the common district vocabulary, resources to tools around accountable talk	August, 28 2025	Benedetto	PD People Budget- EOS/SIG	
Prioritize areas of focus and set year-long implementation goals for improving Accountable Talk	August 28, 2025	Benedetto	People time	
Use district provided tools to collect and analyze schoolwide baseline data to identify assets and areas of focus aligned to Accountable Talk	September 3, 2025	Benedetto	People time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	100% of teachers engage in accountable talk (AT) launch professional development for 25-26	100% of staff engaged in BOY training	
10/31	100% of teachers complete AT bridge to practice	100% of teachers complete bridge to practice	
10/31	Walkthrough data collected across multiple classroom visits reflects growing trend of opportunities to engage in sense – making discussion	40% of students engaged in accountable talk	

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

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

Key Strategy 1: Accountable Talk: Using Tools to plan	SY2526 PD Plan [Roberts].xlsx	School Lead: Benedetto

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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While we attempted to support accountable talk in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Identify, plan for, and protect time for teachers to collaborate and co-plan the integration of Accountable Talk (at least three times a month)	November 1, 2025	Benedetto	People Time	
Use District Provided Tools to collect and analyze school wide data	November 1, 2025	Benedetto	People Time	
Utilize district walkthrough tool to measure student engagement in accountable talk.	November 1, 2025	Benedetto	People Time District tool	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/ 2025	Walkthrough data collected across multiple classroom visits	Data reflects a growing trend of lesson objectives and texts and tasks that offer opportunities for rigorous sense-making. (60%) (Process/Implementation)	
12/2025	Supported planning with a coach utilizing the AT Action Tool at least 1 time per week (Process/Implementation)	100% of teachers engaged in supportive planning based on PLC minutes and notes uploaded in shared drive	
12/2025	Walkthrough data indicates increase in participation and engagement in accountable talk	55% of students engaged in accountable talk	

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.

Key Strategy 1: Accountable Talk: Using Tools to plan	SY2526 PD Plan [Roberts].xlsx	School Lead: Benedetto

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.*

Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing at 8%. We identified two possible root causes, 1) students are not engaged in rigorous thinking and instruction, 2) students do not have the communication skills to effectively express what they know.

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

Last year we measured that accountable talk was observed in walkthroughs 41% of the time. This year we are expanding this strategy to continue PD on accountable talk that directly develops rigorous thinking and discourse.

While we attempted to support accountable talk in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analyze walkthrough data and identify next steps to support teachers	March 1, 2025	Benedetto	PD micro sessions	🟥
Turnkey district micro session PD	January 15, 2025	Benedetto	People Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 2025	Walkthrough data collected across multiple classroom visits reflects a growing trend of lesson objectives and texts and tasks that offer opportunities for rigorous sense-making. (Process/Implementation	70% of students engaged in accountable talk	
March 2025	100% of teachers engaged in supportive planning with a coach utilizing the AT Action Tool at least 3 times per week (Process/Implementation)	Accountable Talk evident in collaborative plans. This will be measured by agenda, planning notes uploaded in PLC folders	

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

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Key Strategy 1: Accountable Talk: Using Tools to plan	SY2526 PD Plan [Roberts].xlsx	School Lead: Benedetto

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing at 8%. We identified two possible root causes, 1) students are not engaged in rigorous thinking and instruction, 2) students do not have the communication skills to effectively express what they know.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that accountable talk was observed in walkthroughs 41% of the time. This year we are expanding this strategy to continue PD on accountable talk that directly develops rigorous thinking and discourse.
While we attempted to support accountable talk in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analyze walkthrough data and identify next steps to support teachers	May 1, 2026	Benedetto	People time	🟥
Turnkey district micro session PD	May 1, 2026	Benedetto	People Time	🟥
Complete Envision & needs Assessment to evaluate accountable implementation to select appropriate next steps	June 1, 2026	Benedetto	People Time	🟥

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
5/31/26	Walkthrough data collected across multiple classroom visits)	Data reflects a growing trend of lesson objectives and texts and tasks that offer opportunities for rigorous sense-making. (85%) (Process/Implementation	
5/31/26	Supported planning with a coach utilizing the AT Action Tool at least 1 time per week (Process/Implementation)	Accountable Talk evident in collaborative plans.	
5/31/26	Walkthrough data indicates increase in participation and engagement in accountable talk	85% of students engaged in accountable talk	

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: IB Primary Years Programme & Middle Years	SY2526 PD Plan [Roberts].xlsx	School Lead: Dowd

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing at 8%. We identified two possible root causes, 1) students are not engaged in rigorous thinking and instruction, 2) students do not have the communication skills to effectively express what they know. IB supports both of these root causes.

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.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revise and publish IB policies and classroom evidence checklist Establish expectations for using Learning Goals and Success Criteria in ELA.	August 15, 2025	Dowd	People Time EOS budget	
Schedule PD for learner profile and classroom evidence and communicate minimum expectations for classroom agreements and norms.	September 1, 2025	Dowd	People Time EOS budget	
Approaches to Learning skills are posted, named, and visible	September 1, 2025	Dowd	People Time EOS budget	
Integrate monthly learner profile into CREW/ Second Step lessons	September 1, 2025	Dowd	People Time EOS budget	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/4/2025	BOY classroom set up checklist data	100% of classrooms have required elements	
9/1/25	Revised policies shared with staff and published on district website	Updated policies loaded onto website	
9/1/25	Opening days PD schedule	Opening days agenda includes IB indicators	

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

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

Key Strategy 2: IB Primary Years Programme & Middle Years	SY2526 PD Plan [Roberts].xlsx	School Lead: Dowd

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continuation of using Learning Goals and Success Criteria in ELA and progression through IB checklist	11/1/25	Dowd	People Time	🟥
Evidence of feedback that is explicitly tied to Learning Goal(s) is displayed and/or documented within classrooms	12/1/25	Dowd	People Time	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/1/25	Walkthrough data collected across multiple classroom visits reflects a growing trend of transparency of Learning Goals and Success Criteria	During walkthroughs, we will randomly sample 3 students in the class. We expect 2 out of 3 students to be able to articulate the learning goal and success criteria	

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.

Key Strategy 2: IB Primary Years Programme & Middle Years	SY2526 PD Plan [Roberts].xlsx	School Lead:

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Monitor expectations for using Learning Goals and Success Criteria.	January 1, 2026	Dowd	People Time	🟥
Evidence of feedback that is explicitly tied to Learning Goal(s) is displayed and/or documented.	January 1, 2026	Dowd	People Time	🟥
Analyze student work as evidence of learning goal attainment.	January 1, 2026	Dowd	People Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/15/26	Walkthrough data collected across multiple classroom visits reflects a growing trend of transparency of Learning Goals and Success Criteria	During walkthroughs, we will randomly sample 4 students in the class. We expect 3 out of 4 students to be able to articulate the learning goal and success criteria	
3/1/26	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	80% of students will demonstrate improvement compared to previous benchmark	

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: IB Primary Years Programme & Middle Years	SY2526 PD Plan [Roberts].xlsx	School Lead:

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.* Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing at 8%. We identified two possible root causes, 1) students are not engaged in rigorous thinking and instruction, 2) students do not have the communication skills to effectively express what they know. IB supports both of these root causes.
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.**

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Monitor expectations for using Learning Goals and Success Criteria.	April 1, 2026	Dowd	People Time	
Evidence of feedback that is explicitly tied to Learning Goal(s) is displayed and/or documented.	April 1, 2026	Dowd	People Time	
Introduce use of Rubrics, checklists, or feedback tools for utilization in the 2026-27 school year.	June1, 2026	Dowd	People Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1/26	Walkthrough data collected across multiple classroom visits reflects a growing trend of transparency of Learning Goals and Success Criteria	During walkthroughs, we will randomly sample 5 students in the class. We expect 4 out of 5 students to be able to articulate the learning goal and success criteria	
6/1/26	Assessments for student learning.	Rubrics, checklists, or feedback tools in place for the 2026-27 school year.	
6/1/26	Attain PYP accreditation	January 2026 accreditation	

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: Implementing Essential Structures	SY2526 PD Plan [Roberts].xlsx	School Lead: Wolfram

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Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learnwhat was taught.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that only 2 PLTs successfully and regularly completed the 15-day learning cycle. This year we are refining this strategy to continue PLC work to support teachers in knowing what they want students to learn, how will they know they have learned it, what to do next if they did learn in and what to do if they did not. While we attempted to support PLC in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Establish PLC expert team and re-establish Guiding Coalition	August 1, 2025	Wolfram	People Time EOS	
Facilitate Teams writing agendas & Common formative assessments	September 1, 2025	Wolfram	People Time EOS	
Establish Teacher-led facilitation of PLC sessions and collaborative PD	September 1, 2025	Wolfram	People Time EOS	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Wolfram	PLC Time, DIBELS probes	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	Master schedule has a minimum of 3 days dedicated to PLC	100% of staff engaged in PLC planning 3 days a week	
10/31	100% of teams have established norms, shared agenda, meeting minutes, and clearly defined roles.	Norms, agenda, minutes, and roles in PLC folders	
10/31	PLC teams submit evidence of using common assessments	Common Formative assessment data is analyzed using school tool tracker and is uploaded for grade level folder for ELA, Math, 5th grade science, 8th grade Science	
10/31	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	100% of classrooms will meet the 50th percentile overall for growth on NWEA for ELA and Math	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Investing time in PLC will increase effectiveness in instructional practice

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Last year we measured that only 2 PLTs successfully and regularly completed the 15-day learning cycle. This year we are refining this strategy to continue PLC work to support teachers in knowing what they want students to learn, how will they know they have learned it, what to do next if they did learn in and what to do if they did not. While we attempted to support PLC in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

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Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analyze Common formative assessments	November 1, 2025	Wolfram	People time	🟥
Peer observation, co-planning and shared reflection	November 1, 2025	Wolfram	People time	🟥
Teacher-led facilitation of PLC sessions and collaborative PD	November 1, 2025	Wolfram	People time	🟥
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Wolfram	PLC Time, DIBELS probes	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/15/25	Formative Assessment document	100% of teams have formative assessment analysis documentation in folders	
12/15/25	Peer observation schedule	100% of teachers completed peer observation	
12/15/25	Formative Assessment Rubric feedback	60% of teachers meet a score of "3" on the formative assessment rubric	
12/15/25	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	100% of classrooms will meet the 50th percentile overall for growth on NWEA for ELA and Math	

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

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Key Strategy 3: PLC: Implementing Essential Structures	SY2526 PD Plan [Roberts].xlsx	School Lead: Wolfram

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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
Analyze Common formative assessments	January 1, 2026	Wolfram	People time	
Peer observation and classrooms visitation	January 1, 2026	Wolfram	People time	
Teacher-led facilitation of PLC sessions	January1, 2026	Wolfram	People Time	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Wolfram	PLC Time, DIBELS probes	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/15/26	Formative Assessment document	100% of teams have formative assessment analysis documentation in folders	
3/15/26	Peer observation schedule	75% of teachers grew in peer observation rubric feedback	
3/15/26	Formative Assessment Rubric feedback	85% of teachers meet a score of "3" on the formative assessment rubric	
3/15/26	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	100% of classrooms will meet the 50th percentile overall for growth on NWEA for ELA and Math	

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: Implementing Essential Structures	SY2526 PD Plan [Roberts].xlsx	School Lead: Wolfram

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.* Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learn what was taught.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Last year we measured that only 2 PLTs successfully and regularly completed the 15-day learning cycle. This year we are refining this strategy to continue PLC work to support teachers in knowing what they want students to learn, how will they know they have learned it, what to do next if they did learn in and what to do if they did not. While we attempted to support PLC in 2024-25, our walkthrough data of 41% confirms our approach must be revised/adjusted. Therefore, for 2025-26, we will implement the actions below to revise/adjust/improve our practices

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Analyze Common Formative Assessments	April 1, 2026	Wolfram	People time	🟥
Peer observation classroom visitation	April 1, 2026	Wolfram	People time	🟥
Teacher-led facilitation of PLC sessions and collaborative PD	April 1, 2026	Wolfram	People time	🟥
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Wolfram	PLC Time, DIBELS probes	🟥

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/1/26	Formative Assessment document	100% of teams have formative assessment analysis documentation in folders	
6/1/26	Peer observation schedule	85% of teachers grew in peer observation rubric feedback	
6/15/26	Formative Assessment Rubric feedback	95% of teachers meet a score of "3" on the formative assessment rubric	
6/15/26	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	100% of classrooms will meet the 50th percentile overall for growth on NWEA for ELA and Math	

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

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [Roberts].xlsx	School Lead: Constantino

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learn what was taught.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Schedule Formative Assessment PD	August 1, 2025	Constantino	People Time EOS	
Clearly communicate the vision, expectations, and guidelines for Targeted small group instruction	September 1, 2025	Constantino	People Time EOS	
Schedule PD for Differentiated instruction	August 1, 2025	Constantino	People Time EOS	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31/25	Schedule of teacher collaboration time	100% of teachers participated in collaborative planning	
10/31/25	Schedule of Formative Assessment, Targeted small group, and differentiation PD	100% of teachers attend all scheduled PD	
10/31/25	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 6/2025	80% of students will demonstrate improvement compared to previous benchmark Number of Level 1's will decrease 5% in ELA and Math from 6/2025	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Teachers will be establishing systems, routines and procedures at this time to help support regular formative assessment and progress monitoring.

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [Roberts].xlsx	School Lead: Constantino

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learn what was taught.
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.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop walkthrough tool with Tier II indicators	11/1/25	Constantino	People Time EOS	
Establish coaching feedback cycles around targeted small group instruction.	11/1/25	Constantino	People Time EOS	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/1/25	Schedule of walkthroughs and data from walkthroughs	70% of all walkthroughs will indicate effective Tier II intervention	
12/1/25	Targeted small group coaching cycles.	100% completion of targeted small group coaching cycles	

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

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [Roberts].xlsx	School Lead: Constantino

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learn what was taught.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revise walkthrough tool with Tier II indicators based on walkthrough data	1/1/26	Constantino	People Time	🟥
Continue coaching feedback cycles around targeted small group instruction.	1/1/26	Constantino	People Time	🟥

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
1/1/26	Schedule of walkthroughs and data from walkthroughs	85% of all walkthroughs will indicate effective Tier II intervention	
3/15/26	100% completion of targeted small group coaching cycles.	100% completion of targeted small group coaching cycles	
3/15/26	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	80% of students will demonstrate improvement compared to previous benchmark Number of Level 1's will decrease 5% in ELA and Math from 6/2025	

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

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [Roberts].xlsx	School Lead: Constantino

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our walkthrough data, we identified two possible root causes, 1) teachers are not clearly articulating what students need to learn 2) teachers do not have a clear idea how to intervene if they do not learn what was taught.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revise walkthrough tool with Tier II indicators based on walkthrough data	4/1/26	Constantino	People time	
Continue coaching feedback cycles around targeted small group instruction.	4/1/26	Constantino	People Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1/26	Schedule of walkthroughs and data from walkthroughs	95% of all walkthroughs will indicate effective Tier II intervention	
6/1/26	100% completion of targeted small group coaching cycles.	100% completion of targeted small group coaching cycles	
6/1/26	Data analysis of benchmark assessments (DIBELS, NWEA) compared to 1/2025	80% of students will demonstrate improvement compared to previous benchmark	

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

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

Key Strategy 5: Implementing an effective Attendance Team	SY2526 PD Plan [Roberts].xlsx	School Lead: Phinney

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our attendance data, we identified two possible root causes, 1) 32% of students are chronically absent 2)

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that 32% of our students were chronically absent, which is a 12% decrease from 23-24. This year we are refining this strategy to continue to develop an effective attendance team so we can reach a level 3 in attendance.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Contact all families whose students had poor attendance for the previous year in hopes of determining the reason for the absences.	8/1/25	Phinney	People Time EOS	
Provide teachers with a step-by-step protocol of addressing absences.	8/15/ 2025	Phinney	People Time EOS	
Create and provide a daily report to attendance team of students with names of students who have attendance concerns	September 15, 2025	Phinney	People Time EOS	
Define roles for each team member, including admin directly contacting staff who have not taken attendance	September 1, 2025	Phinney	People Time EOS	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/30/25	Regular communication about students with >3 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
9/30/25	Daily monitoring of attendance-by-attendance team	Decreases in absences and increase of effectiveness of attendance team 10% decrease in absence as compared to same time last year	
9/30/25	Improved attendance compared to this marking period last year	Increase in student attendance and accurate attendance daily by 10% compared to 2024	

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

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

Key Strategy 5: **Implementing an effective Attendance Team**	SY2526 PD Plan [Roberts].xlsx	**School Lead:** Phinney

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.*   Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our attendance data, we identified two possible root causes, 1) 32% of students are chronically absent 2)
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.   Last year we measured that 32% of our students were chronically absent, which is a 12% decrease from 23-24. This year we are refining this strategy to continue to develop an effective attendance team so we can reach a level 3 in attendance.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	11/1/25	Phinney	People Time	
Schedule daily attendance team meeting at 10:00 am for the quarter	11/1/25	Phinney	People Time	
Schedule quarterly Data meeting to compare CA 2024 with CA 2025	11/1/25	Phinney	People Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/15/25	Regular communication about students with >5 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
12/15/25	Daily monitoring of attendance by the attendance team	Decreases in absences and increase of effectiveness of attendance team 15% decrease in absence as compared to same time last year	
12/15/25	Improved attendance compared to this marking period last year	Increase in student attendance and accurate attendance daily by 15% compared to 2024	

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: Implementing an effective Attendance Team	SY2526 PD Plan [Roberts].xlsx	School Lead:

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our attendance data, we identified two possible root causes, 1) 32% of students are chronically absent 2)
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that 32% of our students were chronically absent, which is a 12% decrease from 23-24. This year we are refining this strategy to continue to develop an effective attendance team so we can reach a level 3 in attendance.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	1/1/26	Phinney	People time	
Schedule daily attendance team meeting at 10:00 am for the quarter	1/1/26	Phinney	People Time	
Schedule quarterly Data meeting to compare CA 2023 with CA 2024	1/126	Phinney	People Time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/15/25	Regular communication about students with >7 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
3/15/25	Daily monitoring of attendance by the attendance team	Decreases in absences and increase of effectiveness of attendance team 10% decrease in absence as compared to same time last year	
3/15/25	Improved attendance compared to this Marking period last year	Increase in student attendance and accurate attendance daily by 10% compared to 2024	

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

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

Key Strategy 5: **Implementing an effective Attendance Team**	SY2526 PD Plan [Roberts].xlsx	**School Lead:** Phinney

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.* Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our attendance data, we identified two possible root causes, 1) 32% of students are chronically absent 2)
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Last year we measured that 32% of our students were chronically absent, which is a 12% decrease from 23-24. This year we are refining this strategy to continue to develop an effective attendance team so we can reach a level 3 in attendance.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create and provide a daily report to attendance team of students with names of students who have attendance concerns for the quarter	4/1/26	Phinney	People Time	
Schedule daily attendance team meeting at 10:00 am for the quarter	4/1/26	Phinney	People Time	
Improved attendance compared to this Marking period last year	4/1/26	Phinney	People Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1/26	Regular communication about students with >10 absences	100% of SIT Meeting agendas will include names of students that were referred to the attendance team due to absences	
6/1/26	Daily monitoring of attendance by the attendance team	Decreases in absences and increase of effectiveness of attendance team 25% decrease in absence as compared to same time last year	
6/1/26	Improved attendance compared to this Marking period last year	Increase in student attendance and accurate attendance daily by 25% compared to 2024	

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: SEL	SY2526 PD Plan [Roberts].xlsx	School Lead: Thompson

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our SEL data, we identified two possible root causes, 1) Second step curriculum was only used 49% of the time grades k-5 2)CREW was being implemented with fidelity 16% of the time in grades 6-8.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that 49% of our K-5 teachers and 16% of our 6-8 teachers implemented SEL curriculum with fidelity. This year, we will work collaboratively to develop SEL lessons and plans to support implementation with fidelity.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create Schedule that allows for daily SEL for students grades Prek-8	8/1/25	Thompson	People Time	
Communicate minimum expectations for teachers and SEL- CFREW and Second Step	9/1/25	Thompson	People Time EOS	
Create schedule that allows for weekly staff CREW grades 6-8	9/1/25	Thompson	People Time	
Create CREW/SEL committee structure	8/1/25	Thompson	People Time EOS	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
8/1/25	Master schedule that indicates SEL time	100% of staff and students engaged in SEL during the scheduled time	
9/1/26	BOY PD & agenda communicating SEL expectations	100% teacher attendance and participation in PD	
10/1/26	Middle school structure with staff crew scheduled weekly	100% of middle school staff attending staff crew	

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

Key Strategy 6: SEL	SY2526 PD Plan [Roberts].xlsx	School Lead: Thompson

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.*

Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our SEL data, we identified two possible root causes, 1) Second step curriculum was only used 49% of the time grades k-5 2)CREW was being implemented with fidelity 16% of the time in grades 6-8.

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

Last year we measured that 49% of our K-5 teachers and 16% of our 6-8 teachers implemented SEL curriculum with fidelity. This year, we will work collaboratively to develop SEL lessons and plans to support implementation with fidelity.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Establish CREW committee that meets weekly	11/1/25	Thompson	People Time	
Develop walkthrough tool and schedule for SEL prek-8	11/1/25	Thompson	People Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/1/25	Meeting agendas from CREW committee	100% of CREW committee members meeting weekly	
11/1/26	Walkthrough data analysis	55% of CREWS meeting walkthrough metrics	

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: SEL	SY2526 PD Plan [Roberts].xlsx	School Lead: Thompson

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our SEL data, we identified two possible root causes, 1) Second step curriculum was only used 49% of the time grades k-5 2)CREW was being implemented with fidelity 16% of the time in grades 6-8.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy
Last year we measured that 49% of our K-5 teachers and 16% of our 6-8 teachers implemented SEL curriculum with fidelity. This year, we will work collaboratively to develop SEL lessons and plans to support implementation with fidelity.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revisit and revise CREW committee goals	1/1/26	Thompson	People Time	
Analyze SEL walkthrough data and Revise SEL walkthrough tool	1/1/26	Thompson	People Time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/1/26	Meeting agendas from CREW committee revisions	100% of CREW committee members meeting weekly	
3/1/26	Walkthrough data analysis	70% of CREWS meeting walkthrough metrics	

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: SEL	[SY2526 PD Plan [Roberts].xlsx](SY2526 PD Plan [Roberts].xlsx)	**School Lead:** Thompson

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.*
Throughout our Needs Assessment we found that our NWEA ELA results were stagnant at 12% and our math NWEA results were regressing to 8%. Using our SEL data, we identified two possible root causes, 1) Second step curriculum was only used 49% of the time grades k-5 2)CREW was being implemented with fidelity 16% of the time in grades 6-8.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Last year we measured that 49% of our K-5 teachers and 16% of our 6-8 teachers implemented SEL curriculum with fidelity. This year, we will work collaboratively to develop SEL lessons and plans to support implementation with fidelity.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revisit and revise CREW committee goals And draft goals for 26-27	May 1, 2025	Thompson	People Time	
Analyze SEL walkthrough data and Revise SEL walkthrough tool for 26-27 school year	May 1, 2025	Thompson	People Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/1/26	Walkthrough data analysis	85% of CREWS meeting walkthrough metrics	
6/1/26	Crew committee develops SEL walkthrough tool based on 25-26 data	Draft of SEL walkthrough tool for 26-27	

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.	88% favorable	90% favorable	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	71% favorable	80% Favorable	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	81% favorable	85% Favorable	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	74% favorable	80% Favorable	
5	It was evident that our school focused on numeracy and literacy.	88% favorable	90% favorable	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	74% favorable	80% Favorable	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	90% favorable	95% Favorable	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	79% favorable	85% Favorable	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	68% favorable	75% Favorable	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	64% favorable	75% Favorable	

	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)	35% favorable	45%	
2	How often are people disrespectful to others at your school? (SC1)	15% favorable	25%	
3	How often do students get into physical fights at your school? (SC2)	25% favorable	35%	
4	How likely is it that someone from your school will bully you online? (SC3)	65% favorable	75%	
5	How often do you worry about violence at your school? (SC4)	40% favorable	50%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	49% favorable	60%	
7	How much support do the adults at your school give you? (SB2)	49% favorable	60%	
8	Overall, how much do you feel like you belong at your school? (SB4)	48% favorable	60%	
9	How excited would you be to have your teacher again? (TSR1)	43% favorable	55%	

10	How respectful is your teacher towards you? (TSR4)		75%	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	47% favorable	55%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)	50% favorable	60%	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	40% favorable	50%	
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)	50 % favorable	60%	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	40% favorable	50%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	50% favorable	60%	
7	How motivating are the classroom lessons at your child's school? (SC2)	20% favorable	30%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	53% favorable	65%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	55% favorable	65%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	55% favorable	65%	

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	X
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
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	
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
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Sharon Archer	Principal	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Lindsay Thompson	Vice Principal	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Jenniffer Benedetto	Vice Principal	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Kelly Wolfram	Instructional Coach	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Lacey Dowd	IB PYP Coordinator	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Christopher Constantino	IB MYP Coordinator	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28, 6/2 6/4, 6/9, 6/10, 6/11
Phillip Madvek	Science 8	2/28	3/17	3/28	4/11		5/19	5/26, 5/28
Annmarie Jones	AIS/STA	2/28	3/17	3/28	4/11		5/19	5/26, 5/28
Marissa Mims	CTE/DEB	2/28	3/17	3/28	4/11		5/19	5/26, 5/28
Alicia Whitmore	Social Studies 8/DEB	2/28	3/17	3/28	4/11		5/19	5/26, 5/28
Cindi Metallo	ELA AIS	2/28	3/17	3/28	4/11		5/19	5/26, 5/28

SCEP Development Team

Kathy Doner	ELA	2/28	3/17	3/28	4/11		5/19	5/26, 5/28
Amy Phinney	Social Worker	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28
Leigh Sexton	Social Worker	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28
Erin Earnestine	Social Worker Assistant	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28
Zona Williams	Parent	2/28	3/17	3/28	4/11		5/19	5/26
Candi Edwards	Parent	2/28	3/17	3/28	4/11		5/19	5/26
Michelle Terpening	Grade 3	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28
Alea Amyot	Kindergarten CT	2/28	3/17	3/28	4/11	5/12, 5/13	5/19	5/26, 5/28

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.

The SCEP team created several heterogenous student focus groups and asked questions based on our spring 2025 climate data. Once responses were collected and coded, the SCEP committee found 3 dominant themes: *relationships with staff, relationships with other students, and needing academic help*.

We were able to weave these themes throughout our plan. *Relationships with staff and Relationships with Students* directly connects to our SEL key strategy and indirectly effects our Attendance Key Strategy. The theme *Needing Academic Help* directly ties to Our Tier I and Tier II key strategy and to our IB Key Strategy.

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.

SCEP Development Team