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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	2) Accountable Talk: Using Tools to Plan	R
		2	Foundational Reading Instruction	R
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	5) PLC: Data Practices to Support All Students	R
		4	Formative Assessment Practices	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Components of a Restorative Justice Landscape	R

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

<b>Key Strategy 1: Accountable Talk</b> – Planning for student-centered lessons using Accountable Talk planning tools.	<b>PD Plan Link:</b> <a href="#">SY2526 PD Plan Dr. Weeks</a>	<b>School Lead:</b> Tracy Bottrill
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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 a district-wide assessment, *Accountable Talk* will continue to be a district priority moving into the 25-26 school year. According to our most recent student survey, 78% of our students favored rigorous expectations. Dr. Weeks will continue to use Accountable Talk as a strategy to increase our students' achievement. Our needs assessment showed a need to continue to increase the rigor of instruction. This will allow Dr. Weeks achievement on NYS Assessments to increase.

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

Dr. Weeks will continue to move towards more rigorous thinking by making sure we have instructionally balanced talk, appropriate text complexity and task demands. We will accomplish this by explicitly planning for these academic conversations using the AT Planning Tool.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Build a common understanding of the conditions needed at each grade-level for respectful discourse-establish norms for discussion <ul style="list-style-type: none"> <li>communicate the goal for the discussion</li> <li>structure how students will engage in the conversation.</li> </ul>	9/30/2025	T. Bottrill D. Vitello	IFL Micro-Session .5	
Create a schedule to collect walk-through data and plan to calibrate with district support 3X a year.	8/31/2025	T. Bottrill D. Vitello		
Facilitate how to use the Accountable Talk Action Tool to plan student-centered conversations during an ELA or Integrated Knowledge lesson.	10/31/2025	T. Bottrill D. Vitello	SCSD Accountable Talk Action Tool AT Ambassadors	
Identify and protect time in the PLT calendar for teachers to collaborate and co-plan the integration of Accountable Talk 2-3X per unit.	9/1/2025	T. Bottrill D. Vitello	PLC One Note	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/2025	Grade-level teams will learn how to plan a student-centered lesson using the Accountable Talk Action Tool at least 1X per ELA or Integrated Knowledge Unit.	100% of teachers planned for a rigorous discussion during an ELA or Integrated Knowledge Unit.	
10/31/2025	PLC teams will come to a consensus on what structures and conditions need to be in place for rigorous discussion based on professional learning.	100% of classroom teachers can speak to the systems and structures that support AT in the classroom at their grade-level.	
9/30/2025	Scheduled days during PLT to make AT the focus.	100% of PLC calendars reflect time for teachers to pre-plan a rigorous talk opportunity 2-3X during an ELA/Social Studies Unit.	



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Dr. Weeks will continue to move towards more rigorous thinking by making sure we have instructionally balanced talk, appropriate text complexity and task demands. We will accomplish this by explicitly planning for these academic conversations using the AT Planning Tool.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify time during PLT for teams to plan student-centered conversations using the AT Tool 2-3X during an ELA or Integrated Knowledge unit around an essential standard.	11/1/25	T. Bottrill D. Vitello	SCSD Accountable Talk Action Tool	
Conduct calibration walk #1 with district support to collect baseline data.	11/1/25	T. Bottrill D. Vitello	SCSD Walk-Through Tool	
Reflect on data collected during the walk-through and determine an area of personal and team growth using the AT Action Tool.	12/15/25	T. Bottrill D. Vitello		
Select teams/individual teachers to be invited for coaching support in pre-planning or classroom implementation of AT based on the data collected during the walk-through.	12/15/25	T. Bottrill D. Vitello	Impact Coaches	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1/25	Collect walk-through baseline data across the building around implementation of accountable talk.	60% of teachers will show evidence of pre-planned instruction around an AT moment using the AT tool.	
12/15/25	Teams identify and collect formative data using a constructed response question in grades 3-5 around an essential standard	50% mastery on a CR question of an essential standard after having rigorous conversation.	
12/15/25	Participation is AT coaching cycles.	10% of classroom teachers participating in coaching cycles that support AT.	

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

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

<b>Key Strategy 1: Accountable Talk</b> – Planning for student-centered lessons using Accountable Talk	<b>PD Plan Link:</b> <a href="#">SY2526 PD Plan Dr.</a>	<b>School Lead:</b> Tracy Bottrill
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Dr. Weeks will continue to move towards more rigorous thinking by making sure we have instructionally balanced talk, appropriate text complexity and task demands. We will accomplish this by explicitly planning for these academic conversations using the AT Planning Tool.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collaborate with district support to identify, schedule and complete a coaching cycle with teams or teachers interested in coaching support around AT.	3/31/26	T. Bottrill D. Vitello	Impact Coaches	
Plan for teams to identify essential learning standards at each grade-level that will be monitored by student work samples after a student-centered conversation around the essential standard during an ELA or Integrated Knowledge Unit.	1/31/26	T. Bottrill D. Vitello	PLC One Note	
Identify time during PLT for teams to use a protocol for looking at student-work samples after an academic conversation during an ELA and planning follow-up questions to support thinking	1/31/26	T. Bottrill D. Vitello	Micro-Session #3	
Conduct Calibration Walk #2 with district support.	3/31/26	T. Bottrill D. Vitello	SCSD Walk Through Tool	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw?
2/1/26	Collect building walk-through data around students engaged in accountable talk around an essential standard during an ELA/Social Studies lesson.	70% of teachers will show evidence of AT actions around an essential standard using the AT Action Tool.	
3/12/26	Teams identify and collect formative data using a constructed response question in grades 3-5 around an essential standard	60% mastery on a CR question of an essential standard after engaging in rigorous conversation around the essential standard.	
3/31/26	Participation is AT coaching cycles.	10% of classroom teachers participating in coaching cycles that support AT.	

#### 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 1: Accountable Talk** – Planning for student-centered lessons using Accountable Talk

**PD Plan Link:** [SY2526 PD Plan Dr. Weeks](#)

**School Lead:** Tracy Bottrill

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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
Reflect on building data collected during the walk-through to identify common practices and set personal and teams goals using the AT Action Tool.	4/1/26	T. Bottrill D. Vitello		
Identify time during PLT for teams to collect a second data point after an academic conversation during an ELA or Integrated Knowledge lesson focused on the essential standard of the grade-level.	6/1/26	T. Bottrill D. Vitello	PLC One Note	
Participate in professional development on how to plan for misconceptions, embed discussion tasks and open-ended questions into a current unit of study.	5/15/26	T. Bottrill D. Vitello	Micro-Session #3	
Conduct final calibration walk #3 with district support. Reflect on building data collected during the final walk-through to identify next steps for the 26-27 school year.	6/1/26	T. Bottrill D. Vitello	SCSD Walk-Through Tool	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we saw:
5/15/26	Collect building walk-through data around students engaged in an accountable talk essential standard discussion during an ELA or an Integrated Knowledge lesson.	80% of teachers will show evidence of AT actions around an essential standard using the AT Action Tool.	
5/1/26	Teams identify and collect formative data using a constructed response question in 3-5 around an essential standard of the grade-level.	70% mastery on a CR question of an essential standard after engaging in rigorous conversation around the essential standard.	
6/1/26	10% of classroom teachers participating in a Coaching Cycle that supports AT.	Coaching Cycles	

#### 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:** Foundational Reading Instruction

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Tracy Bottrill

**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.**

Reading is the most critical skill a student needs leaving elementary school. In the district strategic plan for 2024-25, the target goal was for 40% of 2nd graders to meet benchmark on ORF by June 2025. As of April, 31% of our second graders are on track to meet the district goal. 65% of our ELLs at second grade are intensive. Students stated in their student interviews that they are excited to track and grow their oral reading fluency. Students also stated needing more support in learning how to read and speak in English.

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

To build readers, we need strong structures and systems in place for ALL students. We need to build knowledge amongst ALL staff members around the Science of Reading and provide targeted learning for all students.

### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Build classroom structures and systems to meet foundational reading needs of all students. <ul style="list-style-type: none"> <li>Create a master schedule that allows for uninterrupted skills instruction.</li> <li>Create data dashboard that supports early foundational targets.</li> <li>Create a schedule to allow for monthly walk-throughs at each grade-level during Tier 1 for K-2 and Walk to Skills block during reading for 3-5 to monitor structures.</li> <li>Create a progress monitoring schedule to look at students' growth and set goals for 6–8-week action plans. (1st - 5th)</li> </ul>	9/1/25	T. Bottrill Data Coach	DW Master Schedule Progress Monitoring Schedule Schedule Data Cycle Meetings in PLC Calendar.	
Launch "7 Mighty Moves" book study. "Simple View" of Reading and Scarborough's Rope for all grade-levels including AIS.	10/1/25	T. Bottrill	7 Might Moves Book Study	
Evaluate and diagnose our learners as readers with BOY screeners. (DIBELS, Spelling Inventory, Phonics Screeners & PAST) Create short and long-term goals and action plans based on grade-levels benchmarks, district & school-wide goals.	9/8/25	T. Bottrill	DIBELS NWEA Equip LETTRS Screeners	
Create targeted Walk to Skill groups in 1st - 5th grade to address the learning needs of ALL students at each grade-level.	9/22/25	T. Bottrill		

### PROGRESS MONITORING (AUGUST – OCTOBER)

#### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/12/25	Master Schedule includes dedicated time for skills instruction in K-2 and WIN K-5.	Students in focused WIN groups that will target the students' learning to read needs.	
10/1/25	Data Dashboard reflecting skills and targets needed to become a reader.	Teacher and students tracking goals to become a proficient reader.	

10/1/25	Students are grouped based on BOY screeners and organized into targeted small groups.	Teachers providing targeted instruction based on assessment data.	
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Notes/Reflections/Potential Adjustments to Inform October – November Implementation Plan			

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

<b>Key Strategy 2:</b> Foundational Reading Instruction	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Tracy Bottrill
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Reading is the most critical skill a student needs leaving elementary school. In the district strategic plan for 2024-25, the target goal was for 40% of 2nd graders to meet benchmark on ORF by June 2025. As of April, 31% of our second graders are on track to meet the district goal. 65% of our ELLs at second grade are intensive. Students stated in their student interviews that they are excited to track and grow their oral reading fluency. Students also stated needing more support in learning how to read and speak in English.

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

To build readers, we need strong structures and systems in place for ALL students. We need to build knowledge amongst ALL staff members around the Science of Reading and provide targeted learning for all students.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor targeted teaching of foundational reading during the tier 1 skills instructional block for K-2 and Walk to Skills block for reading in 3-5 to monitor instruction. <ul style="list-style-type: none"> <li>Debrief with PLC leaders.</li> <li>Invite teachers/teams to participate in coaching cycles.</li> </ul>	11/3/25	T. Bottrill	Schedule Data Cycle Meetings in PLC One Note Calendar.	
Facilitate and track progress towards short-term reading goals at 6-8 week point and create a new action plan for students in grades K-5. (1st time for kindergarten)	11/10/25	T. Bottrill	DW Data Dashboard DIBELS PM	
Facilitate Book Talk on the "7 Mighty Moves: View" and reflect on classroom practices.	12/1/25	T. Bottrill	7 Might Moves Book Study	
Organize CORE SIT Team and create a bi-monthly schedule to discuss ways to intensify instruction for students not showing growth in foundational reading skills.	11/3/25	T. Bottrill	CORE SIT Schedule	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Action plans are created and revised in response to progress monitoring.	100% of teachers are providing targeted instruction based on assessment data.	
11/15/25	All students are progress monitored, and data is recorded in DIBELS and DW Data Dashboard.	80% of all students will meet their established goals towards becoming a proficient reader at each grade level.	
11/15/25	Teams identify students in need of more intensive support and meet with the SIT Core Team.	20% of students have received an intensification of their intervention to meet their goals.	

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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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor targeted teaching of foundational reading during the tier 1 skills instructional block for K-2 and Walk to Skills block for 3-5 to monitor the during a walk through. <ul style="list-style-type: none"> <li>• Debrief with PLC leaders.</li> <li>• Select teachers/teams to participate in coaching cycles.</li> </ul>	1/31/26	T. Bottrill	Schedule Data Cycle Meetings in PLC One Note Calendar.	
Facilitate and track progress towards short-term reading goals at 6-8 week point and create a new action plan for students in grades K-5.	2/9/26	T. Bottrill	DW Data Dashboard DIBELS PM	
Launch new Book talk on "Know Better, Do Better: Comprehension" and reflect on classroom practices.	1/31/26	T. Bottrill	Know Better Do Better: Comprehension Book Study	
Monitor students during the CORE SIT Team who have received 12 weeks of intervention and are not showing growth in foundational reading skills. Schedule next steps of intensifying instruction in the tier 1 and 2 setting or other options.	1/15/26	T. Bottrill	CORE SIT Schedule	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/26	Action plans are created and revised in response to progress monitoring and benchmark data.	100% of teachers are providing targeted instruction based on assessment data.	
2/9/26	All students are progress monitored, and data is recorded in DIBELS and DW Data Dashboard.	80% of all students will meet their established goals towards becoming a proficient reader at each grade-level.	
3/31/26	Teams identify students in need of more intensive support and meet with the SIT Core Team.	20% of students receiving an intensification to their intervention to meet their goals.	

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

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#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor targeted teaching of foundational reading during the tier 1 skills instructional block for K-2 and Walk to Skills block for 3-5 to monitor the during a walk through. <ul style="list-style-type: none"> <li>Debrief with PLC leaders.</li> <li>Select teachers/teams to participate in coaching cycles.</li> </ul>	4/1/26	T. Bottrill	Schedule Data Cycle Meetings in PLC One Note Calendar.	
Facilitate and track progress towards short-term reading goals at 6-8 week point and create a new action plan for students in grades K-5.	4/15/26	T. Bottrill	DW Data Dashboard DIBELS PM	
Schedule meetings with CORE SIT Team members and parents for students who have received 12 +weeks of intervention and are not showing growth in foundational reading skills after intensification of instruction.	4/30/26	T. Bottrill	CORE SIT Schedule	
Engage in learning with the book "Know Better, Do Better: Comprehension" and reflect on classroom practices.	5/1/26	T. Bottrill	Know Better Do Better: Comprehension Book Study	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/1/26	Action plans are created and revised in response to progress monitoring.	100% of teachers are providing targeted instruction based on assessment data.	
4/15/26	All students are progress monitored, and data is recorded in DIBELS and DW Data Dashboard.	80% of all students will meet their goals towards becoming a proficient reader at each grade-level.	
5/1/26	Teams identify students in need of more intensive support for the SIT Core Team.	20% of students receiving an intensification to their intervention to meet their goals.	

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

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

**Key Strategy 3: PLC:** Implementing Data Practices to Support All Students

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Diane Vitello

**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.**

90% of staff at Dr. Weeks are optimistic that our school will improve in the future. Our needs assessment shows Dr. Weeks state test data and local data are continuing to improve. Considering 94% of our students know their teachers have high expectations for their learning, it becomes clear that there are consistently high expectations in our classrooms. However, after analyzing our 23-24 NYS test data showing only 17% proficiency in ELA and 21% proficiency in Math, these high expectations are not resulting in high levels of student learning. We need to be consistent in implementing data practices to support all students. During the 25-26 school year we will focus on using assessment results to improve individual teaching practices and student achievement. This strategy will push our Professional Learning Teams to analyze the right data using effective practices to inform instructional decisions and ultimately positively impact student achievement.

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

Implementing data practices to support all students is a refined key strategy. The Professional Learning Community is established and the focus for the 25-26 school year will be on using assessment results to improve individual teaching practices and student achievement.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish essential PLC structures: <ul style="list-style-type: none"> <li>Teams</li> <li>Schedule</li> <li>Guiding Coalition</li> <li>Norms</li> <li>Roles</li> <li>Meeting Space</li> </ul>	8/1/25-9/15/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	“Learning By Doing” book by Dufour, Eaker, Many, Mattos  School Master Schedule  August PLC Days scheduled to create these structures – extension of service hours	
Implement PD around four critical questions.	9/1/25-9/15/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	“Learning By Doing” book by Dufour, Eaker, Many, Mattos	
Establish PLC Guiding Coalition structures: <ul style="list-style-type: none"> <li>Meeting Dates</li> <li>Meeting Times</li> <li>PLC Facilitator Expectations</li> </ul>	9/1/25-9/15/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	“School Leader’s Guide to Professional Learning Communities at Work” by Dufour & Dufour School Master Schedule	
Continue Learning about the 15-Day Challenge, PLC 4 Critical Questions and Facilitating Highly Effective Teams	9/1/25-10/31/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	PLC Conference “15-Day Challenge – Putting all of the Pieces Together in a PLC” in Syracuse on October 27-28 Books for Study – “Highly Effective Teams” by Ferriter, Sonju, Baker-Busby, Monkres	
Execute kindergarten DIBELS progress monitoring and data analysis.	9/1/25-10/31/25	D. Vitello T. Bottrill L. Mazella		

		PLC Facilitators		
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<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
10/30/25	PLT Agendas and Minutes	Agendas and minutes for each PLT are complete and show work is focused on the four critical questions.	
10/30/25	PLT SMART Goals	Each PLT will monitor an ELA SMART goal and a Math SMART goal based on essential standards. 80% of teams will achieve their goal at the end of each 6-week cycle.	
10/30/25	Phoneme Segmentation Fluency (PSF)	80% of kindergarteners will achieve benchmark goals.	

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

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

<b>Key Strategy 3: PLC:</b> Implementing Data Practices to Support All Students	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Diane Vitello
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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.* 90% of staff at Dr. Weeks are optimistic that our school will improve in the future. Our needs assessment shows Dr. Weeks state test data and local data are continuing to improve. Considering 94% of our students know their teachers have high expectations for their learning, it becomes clear that there are consistently high expectations in our classrooms. However, after analyzing our 23-24 NYS test data showing only 17% proficiency in ELA and 21% proficiency in Math, these high expectations are not resulting in high levels of student learning. We need to be consistent in implementing data practices to support all students. During the 25-26 school year we will focus on using assessment results to improve individual teaching practices and student achievement. This strategy will push our Professional Learning Teams to analyze the right data using effective practices to inform instructional decisions and ultimately positively impact student achievement.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Implementing data practices to support all students is a refined key strategy. The Professional Learning Community is established and the focus for the 25-26 school year will be on using assessment results to improve individual teaching practices and student achievement.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement Guiding Coalition structures: <ul style="list-style-type: none"> <li>Meeting Once a Month</li> <li>PLC Facilitators Review their PLT's progress and share celebrations</li> <li>Study the book "Highly Effective Teams"</li> </ul>	11/3/25-12/19/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Highly Effective Teams" by Ferriter, Sonju, Baker-Busby, Monkres	
Focus on the four critical questions: <ol style="list-style-type: none"> <li>Identify the standards to be taught in units.</li> <li>Classify the standards into boulders, rocks and butterflies.</li> <li>Unpack each boulder using the six-step process.</li> <li>Change standard into learning targets.</li> <li>Choose/create common formative assessment.</li> <li>Analyze data collected around essential standards in ELA and Math.</li> <li>Plan for continuation for students who have not reached mastery,</li> </ol>	11/3/25-12/19/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Identify and schedule areas to progress monitor towards ELA and Math SMART Goals.	11/3/25-12/19/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Execute kindergarten DIBELS progress monitoring and data analysis of PSF.	11/3/25-12/19/25	D. Vitello T. Bottrill L. Mazella PLC Facilitators		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	PLT Agendas and Minutes	100% of teams have agendas and minutes for each PLT complete and show work is focused on the four critical questions.	

12/19/25	PLT SMART Goals	Each PLT will have monitored an ELA SMART goal and a Math SMART goal based on essential standards. 80% of teams will achieve their goal at the end of each 6-week cycle.	
12/19/25	Phoneme Segmentation Fluency (PSF)	80% of kindergarteners will achieve benchmark goal.	

**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:** Implementing Data Practices to Support All Students

**PD Plan Link:** [SY2526 PD Plan Dr. Weeks](#)

**School Lead:** Diane Vitello

**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.** 90% of staff at Dr. Weeks are optimistic that our school will improve in the future. Our needs assessment shows Dr. Weeks state test data and local data are continuing to improve. Considering 94% of our students know their teachers have high expectations for their learning, it becomes clear that there are consistently high expectations in our classrooms. However, after analyzing our 23-24 NYS test data showing only 17% proficiency in ELA and 21% proficiency in Math, these high expectations are not resulting in high levels of student learning. We need to be consistent in implementing data practices to support all students. During the 25-26 school year we will focus on using assessment results to improve individual teaching practices and student achievement. This strategy will push our Professional Learning Teams to analyze the right data using effective practices to inform instructional decisions and ultimately positively impact student achievement.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Implementing data practices to support all students is a refined key strategy. The Professional Learning Community is established and the focus for the 25-26 school year will be on using assessment results to improve individual teaching practices and student achievement.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement Guiding Coalition structures: <ul style="list-style-type: none"> <li>Meeting Once a Month</li> <li>PLC Facilitators Review their PLT's progress and share celebrations</li> <li>Study "Highly Effective Teams"</li> </ul>	1/5/26-3/27/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Highly Effective Teams" by Ferriter, Sonju, Baker-Busby, Monkres	
Focus on the four critical questions: <ol style="list-style-type: none"> <li>Identify the standards to be taught in units.</li> <li>Classify the standards into boulders, rocks and butterflies.</li> <li>Unpack each boulder using the six-step process.</li> <li>Change standard into learning targets.</li> <li>Choose/create common formative assessment.</li> <li>Analyze data collected around essential standards in ELA and Math.</li> <li>Plan for continuation for students who have not reached mastery,</li> </ol>	1/5/26-3/27/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Identify and schedule areas to progress monitor towards ELA and Math SMART Goals.	1/5/26-3/27/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Execute kindergarten DIBELS progress monitoring and data analysis around NWF (CLA & WRC)	1/5/26-3/27/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators		

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/27/26	PLT SMART Goals	Each PLT will be monitoring an ELA SMART goal and a Math SMART goal	

		based on essential standards. 80% of teams will achieve their goal at the end of each 6-week cycle.	
3/27/26	NWEA Winter Assessment	When looking at the NWEA winter assessment results, students in each grade level will decrease their percentage of students who score in the red by 10%. Students in each grade level will increase their percentage of students who score in green and blue by 20%.	
3/27/26	Nonsense Word Fluency: NWF (CLS & WRC)	80% of kindergarteners will achieve benchmark.	

**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 Data Practices to Support All Students

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Diane Vitello

**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.* 90% of staff at Dr. Weeks are optimistic that our school will improve in the future. Our needs assessment shows Dr. Weeks state test data and local data are continuing to improve. Considering 94% of our students know their teachers have high expectations for their learning, it becomes clear that there are consistently high expectations in our classrooms. However, after analyzing our 23-24 NYS test data showing only 17% proficiency in ELA and 21% proficiency in Math, these high expectations are not resulting in high levels of student learning. We need to be consistent in implementing data practices to support all students. During the 25-26 school year we will focus on using assessment results to improve individual teaching practices and student achievement. This strategy will push our Professional Learning Teams to analyze the right data using effective practices to inform instructional decisions and ultimately positively impact student achievement.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** Implementing data practices to support all students is a refined key strategy. The Professional Learning Community is established and the focus for the 25-26 school year will be on using assessment results to improve individual teaching practices and student achievement.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement Guiding Coalition structures: <ul style="list-style-type: none"> <li>Meeting Once a Month</li> <li>PLC Facilitators Review their PLT's progress and share celebrations</li> </ul>	4/1/26-6/25/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Highly Effective Teams" by Ferriter, Sonju, Baker-Busby, Monkres	
Focus on the four critical questions: <ol style="list-style-type: none"> <li>Identify the standards to be taught in units.</li> <li>Classify the standards into boulders, rocks and butterflies.</li> <li>Unpack each boulder using the six-step process.</li> <li>Change standard into learning targets.</li> <li>Choose/create common formative assessment.</li> <li>Analyze data collected around essential standards in ELA and Math.</li> <li>Plan for continuation for students who have not reached mastery,</li> </ol>	4/1/26-6/25/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Identify and schedule areas to progress monitor towards ELA and Math SMART Goals.	4/1/26-6/25/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators	"Learning By Doing" book by Dufour, Eaker, Many, Mattos	
Execute kindergarten DIBELS progress monitoring and data analysis around NWF (CLA & WRC)	4/1/26-6/25/26	D. Vitello T. Bottrill L. Mazella PLC Facilitators		

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/26	PLT SMART Goals	Each PLT will be monitoring an ELA SMART goal and a Math SMART goal	

		based on essential standards. 80% of teams will achieve their goal at the end of each 6-week cycle.	
6/25/26	NWEA Spring Assessment	When looking at the NWEA Spring assessment results, students in each grade level will decrease their percentage of students who score in the red by 10%. Students in each grade level will increase their percentage of students who score in green and blue by 20%.	
6/25/26	Nonsense Word Fluency: NWF (CLS & WRC)	80% of kindergarteners will achieve benchmark.	

**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:** Implementing Formative Assessment Practices

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Tracy Bottrill

**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.**

Dr. Weeks students shared they worry about the next year's learning, but they know they are more successful when their teacher knows how to help them. Based on these comments as well as the analysis of data in our needs assessment, implementing formative assessment practices is a strategy that will make a difference. Our NYS proficiency levels on the 23-24 tests were 17 % in ELA and 21% in Math. Based on our needs assessments, the data shows we are waiting too late to assess. Implementing formative assessments will provide the information needed during learning to adjust instruction and improve levels of proficiency.

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

Dr. Weeks has focused on formative assessment practices in the past as part of the PLC process. This year, we will explicitly outline expectations for the creation and use of common formative assessments in order ensure common formative assessments are created using best practices which will lead to higher rates of mastery for the essential standards.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Complete book study of "Common Formative Assessment" by Bailey & Jakicic	8/1/25-10/31/25	D. Vitello T. Bottrill PLC Facilitators	Books for Study "Common Formative Assessment" by Bailey & Jakicic	
Deliver PD to PLTs on best practices for Common Formative Assessments	9/15/25-10/1/25	D. Vitello T. Bottrill PLC Facilitators		
PLTs identify the essential standards in units. Teams create at least two common formative assessments for the essential standards.	9/1/25-10/31/25	D. Vitello T. Bottrill PLC Facilitators	District Pacing Guide District Curricular Materials PLT Calendars	
Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	9/1/25-10/31/25	D. Vitello T. Bottrill PLC Facilitators		

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/15/25	Essential Standards are identified at each grade-level.	Each PLT has identified their essential standards for quarter 1.	
10/31/25	Common Formative Assessments are created and given around essential standards.	Each CFA is scored on the Common Formative Assessments Checklist. Each CFA is scoring at least 9/18 on the checklist. Each PLT is seeing 80% of students reach mastery on CFAs.	
10/31/25	Data around essential standards is tracked in a tool to look at the entire grade-level.	Teams focused on ALL of our students instead of just "my class".	



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

<b>Key Strategy 4:</b> Implementing Formative Assessment Practices	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Tracy Bottrill
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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.**

Dr. Weeks students shared they worry about the next year's learning, but they know they are more successful when their teacher knows how to help them. Based on these comments as well as the analysis of data in our needs assessment, implementing formative assessment practices is a strategy that will make a difference. Our NYS proficiency levels on the 23-24 tests were 17 % in ELA and 21% in Math. Based on our needs assessments, the data shows we are waiting too late to assess. Implementing formative assessments will provide the information needed during learning to adjust instruction and improve levels of proficiency.

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

Dr. Weeks has focused on formative assessment practices in the past as part of the PLC process. This year, we will explicitly outline expectations for the creation and use of common formative assessments in order ensure common formative assessments are created using best practices which will lead to higher rates of mastery for the essential standards.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Complete book study of "Common Formative Assessment" by Bailey & Jakicic	11/1/25- 12/19/25	D. Vitello T. Bottrill PLC Facilitators	Books for Study "Common Formative Assessment" by Bailey & Jakicic	
PLTs identify the essential standards in units. Teams create at least two common formative assessments for the essential standards in ELA and Math	11/1/25- 12/19/25	D. Vitello T. Bottrill PLC Facilitators	District Pacing Guide District Curricular Materials PLT Calendars	
Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	11/1/25- 12/19/25	D. Vitello T. Bottrill PLC Facilitators		
Track CFAs in a grade-level tracking tool.	11/1/25- 12/19/25	D. Vitello T. Bottrill PLC Facilitators		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/25	Essential Standards are identified at each grade-level.	Each PLT has identified their essential standards for quarter 2.	
11/1/25- 12/19/25	Common Formative Assessments are created and given around essential standards.	Each CFA is scored on the Common Formative Assessments Checklist. Each CFA is scoring at least 12/18 on the checklist. Each PLT is seeing 80% of students reach mastery on CFAs.	
12/19/25	Data around essential standards is tracked in a tool to look at the entire grade-level.	Teams focused on ALL of our students instead of just "my class" and identify strategies that work for getting students to reach the standard.	



**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:** Implementing Formative Assessment Practices

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Tracy Bottrill

**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.**

Dr. Weeks students shared they worry about the next year's learning, but they know they are more successful when their teacher knows how to help them. Based on these comments as well as the analysis of data in our needs assessment, implementing formative assessment practices is a strategy that will make a difference. Our NYS proficiency levels on the 23-24 tests were 17 % in ELA and 21% in Math. Based on our needs assessments, the data shows we are waiting too late to assess. Implementing formative assessments will provide the information needed during learning to adjust instruction and improve levels of proficiency.

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

Dr. Weeks has focused on formative assessment practices in the past as part of the PLC process. This year, we will explicitly outline expectations for the creation and use of common formative assessments in order ensure common formative assessments are created using best practices which will lead to higher rates of mastery for the essential standards.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
PLTs identify the essential standards in units. Teams create at least two common formative assessments for the essential standards in ELA and Math	1/6/26 – 3/27/26	D. Vitello T. Bottrill PLC Facilitators	District Pacing Guide District Curricular Materials PLT Calendars	
Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	1/6/26 – 3/27/26	D. Vitello T. Bottrill PLC Facilitators		
Track CFAs in a grade-level tracking tool.	1/6/26 – 3/27/26	D. Vitello T. Bottrill PLC Facilitators		
Identify teaching strategies in classes/groups that met mastery on target.	1/6/26 – 3/27/26	D. Vitello T. Bottrill PLC Facilitators		

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/6/26	NWEA Winter Assessment	When looking at the NWEA winter assessment results, students in each grade level will decrease their percentage of students who score in the red by 10%. Students in each grade level will increase their percentage of students who score in green and blue by 20%.	
1/6/26-1/15/26	Essential Standards	Each PLT has identified their essential standards for quarter 3.	

1/6/26- 3/27/26	Common Formative Assessments	Each CFA is scored on the Common Formative Assessments Checklist. Each CFA is scoring at least 15/18 on the checklist. Each PLT is seeing 80% of students reach mastery on CFAs.	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan			

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

**Key Strategy 4:** Implementing Formative Assessment Practices

**PD Plan Link:** [SY2526](#)  
[PD Plan Dr. Weeks](#)

**School Lead:** Tracy Bottrill

**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.**

Dr. Weeks students shared they worry about the next year's learning, but they know they are more successful when their teacher knows how to help them. Based on these comments as well as the analysis of data in our needs assessment, implementing formative assessment practices is a strategy that will make a difference. Our NYS proficiency levels on the 23-24 tests were 17 % in ELA and 21% in Math. Based on our needs assessments, the data shows we are waiting too late to assess. Implementing formative assessments will provide the information needed during learning to adjust instruction and improve levels of proficiency.

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

Dr. Weeks has focused on formative assessment practices in the past as part of the PLC process. This year, we will explicitly outline expectations for the creation and use of common formative assessments in order ensure common formative assessments are created using best practices which will lead to higher rates of mastery for the essential standards.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
PLTs identify the essential standards in units. Teams create at least two common formative assessments for the essential standards in ELA and Math	4/1/26 – 6/25/26	D. Vitello T. Bottrill PLC Facilitators	District Pacing Guide District Curricular Materials PLT Calendars	
Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	4/1/26 – 6/25/26	D. Vitello T. Bottrill PLC Facilitators		
Track CFAs in a grade-level tracking tool.	4/1/26 – 6/25/26	D. Vitello T. Bottrill PLC Facilitators		
Identify teaching strategies in classes/groups that met mastery on target.	4/1/26 – 6/25/26	D. Vitello T. Bottrill PLC Facilitators		

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/26	NWEA Spring Assessment	When looking at the NWEA Spring assessment results, students in each grade level will decrease their percentage of students who score in the red by 10%. Students in each grade level will increase their percentage of students who score in green and blue by 20%.	
4/1/26-4/15/26	Essential Standards	Each PLT has identified their essential standards for quarter 4.	
4/1/26-6/25/26	Common Formative Assessments	Each CFA is scored on the Common Formative Assessments Checklist. Each CFA is scoring at least 18/18 on the checklist.	



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

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<b>PD Plan Link:</b> <a href="#">SY2526 PD Plan Dr. Weeks</a>	<b>School Lead:</b> Kristin Mooney
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**

Based on the school's analysis of attendance data (chronic absenteeism over 32%) for the 2024-2025 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

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

An attendance team was in place at Dr. Weeks during the 2024-2025 school year. This year, the work will be refined to improve the protocols for monitoring tier I and the consistency of monitoring personalized interventions for chronically absent students and McKinney Vento students.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish the members of the attendance team and hold first meeting: <ul style="list-style-type: none"> <li>schedule weekly meeting day/time and create agenda template</li> <li>review district attendance protocols</li> <li>assign grade level liaisons and review daily, weekly, monthly responsibilities of each team member</li> </ul>	8/23/2025	K. Mooney D. Vitello	Initial meeting date Agenda District attendance protocols Extension of service hours	
Establish McKinney Vento attendance protocols and procedures when a student is identified as homeless	8/1/2025-10/31/2025	K. Mooney OA1 (In process of hiring)	District McKinney Vento data Extension of service hours	
Create communication for all classroom teachers including: <ul style="list-style-type: none"> <li>daily attendance taking protocols</li> <li>grade level liaisons</li> <li>explanation of “no show” procedures for first 20 days</li> <li>calendar of monthly grade level incentives</li> <li>ParentSquare communication expectations</li> </ul>	8/1/2025-9/15/2025	K. Mooney D. Vitello D. Luces B. Burkett B. Topalovic A. Nguyen	ParentSquare access and PD “No Show” documents Staff Handbook Extension of service hours	
Gather “no show” documents from classrooms and track students who have not attended school <ul style="list-style-type: none"> <li>schedule daily meeting for first 20 days to review “no shows”</li> <li>contact families daily with phone calls and home visits for each “no show” student until they are present</li> <li>complete withdraw paperwork where appropriate</li> </ul>	9/4/2025-10/15/2025	K. Mooney D. Vitello A. Nguyen	Daily meeting: first 20 days “No show” documents	
Implement communication with families following district protocol with the additional strategies below: <ul style="list-style-type: none"> <li>Parent message from Vitello on last night of any school break</li> <li>Parent message from Vitello on days with questionable weather</li> </ul>	9/1/2025-10/31/2025	K. Mooney D. Vitello D. Luces B. Burkett B. Topalovic A. Nguyen	Parent Square access and PD	

<ul style="list-style-type: none"> <li>Update ParentSquare calendar to reflect district calendar</li> </ul>				
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<p align="center"><b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i></p>
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Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/28/25	Roster of attendance team members and meeting dates	Attendance team meeting day/time, agenda template, meeting minutes	
10/15/25	Number of “No Show” students	100% of enrolled students have attended at least one day of school	
10/15/25	Percent of classrooms following attendance protocols	100% of attendance protocols followed by all classrooms	
10/15/25	Student chronic absenteeism rate	Chronic absenteeism rate less than 20%	

<p align="center"><b>Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan</b></p>
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**Attendance Commitment:** This school is committed to ensuring all students feel a sense of belonging and attend school daily.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Kristin Mooney
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?** Based on the school's analysis of attendance data for the 2024-2025 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
An attendance team was in place at Dr. Weeks during the 2024-2025 school year. This year, the work will be refined to improve the protocols for monitoring tier I and the consistency of monitoring personalized interventions for chronically absent students and McKinney Vento students.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor students who have 2 or more absences from the first quarter. Implement tier II plans for students when they reach 5 absences.	11/1/2025-12/20/2025	K. Mooney D. Vitello	At-risk report	
Continue implementing Tier I building level supports (daily classroom shoutouts/visuals, monthly grade level incentives, individual student data trackers)	11/1/2025-12/20/2025	K. Mooney D. Vitello	At-risk report Student data trackers	
Meet every six weeks with each grade level during PLT time to adjust tier II plans	11/1/2025-12/20/2025	K. Mooney D. Vitello	Six-week cycle schedule	
Send out SchoolTool letters for students who have missed 5, 10 or 15 school days	11/1/2025-12/20/2025	K. Mooney D. Vitello	SchoolTool letters	
Implement communication with families following district protocol with the additional strategies below: <ul style="list-style-type: none"> <li>Parent message from Vitello on last night of any school break</li> <li>Parent message from Vitello on days with questionable weather</li> <li>Update Parent Square calendar to reflect district calendar</li> </ul>	11/1/2025-12/20/2025	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	District Attendance Protocols	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/2025	Weekly attendance team meeting agendas/minutes	Attendance team will meet each week 100% of the time	
12/20/2025	At-risk report	Percentage of students chronically absent below 30%	

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

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

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<b>PD Plan Link:</b> <a href="#">SY2526 PD Plan Dr. Weeks</a>	<b>School Lead:</b> Kristin Mooney
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An attendance team was in place at Dr. Weeks during the 2024-2025 school year. This year, the work will be refined to improve the protocols for monitoring tier I and the consistency of monitoring personalized interventions for chronically absent students and McKinney Vento students.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor students who have 5 or more absences from the first quarter. Implement tier III plans for students when they reach 9 absences.	1/6/2026-3/31/2026	K. Mooney D. Vitello	At-risk report	
Continue implementing Tier I building level supports (daily classroom shoutouts/visuals, monthly grade level incentives, individual student data trackers)	1/6/2026-3/31/2026	K. Mooney D. Vitello	At-risk report Student data trackers	
Meet monthly with grade level representatives during PLT time to discuss tier II and tier III plans and progress.	1/6/2026-3/31/2026	K. Mooney D. Vitello	Six-week cycle schedule	
Send SchoolTool letters for students who have missed 5, 10 or 15 school days.	1/6/2026-3/31/2026	K. Mooney D. Vitello	SchoolTool letters	
Implement communication with families following district protocol with the additional strategies below: <ul style="list-style-type: none"> <li>Parent message from Vitello on last night of any school break</li> <li>Parent message from Vitello on days with questionable weather</li> <li>Update ParentSquare calendar to reflect district calendar</li> </ul>	1/6/2026-3/31/2026	D. Vitello K. Mooney D. Lucas B. Burkett B. Topalovic A. Nguyen	District attendance protocols	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/2026	Weekly attendance team meeting agendas/minutes	Attendance team will meet each week 100% of the time	
3/31/2026	At-risk report	Percentage of students chronically absent below 30%	

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

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

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<b>PD Plan Link:</b> <a href="#">SY2526 PD Plan Dr. Weeks</a>	<b>School Lead:</b> Kristin Mooney
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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.**

An attendance team was in place at Dr. Weeks during the 2024-2025 school year. This year, the work will be refined to improve the protocols for monitoring tier I and the consistency of monitoring personalized interventions for chronically absent students and McKinney Vento students.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor students who have 10 or more absences from the first half of the year and implement tier II strategies. Adjust tier III plans for students when they reach 15 absences.	4/1/2026-6/25/2026	K. Mooney D. Vitello	At-risk report	
Continue implementing Tier I building level supports (daily classroom shoutouts/visuals, monthly grade level incentives, individual student data trackers)	4/1/2026-6/25/2026	K. Mooney D. Vitello	At-risk report Student data trackers	
Meet monthly with grade level representatives during PLT time to discuss tier II and tier III plans and progress	4/1/2026-6/25/2026	K. Mooney D. Vitello	Six-week cycle schedule	
Send out Schooltool letters for students who have missed 5, 10 or 15 school days.	4/1/2026-6/25/2026	K. Mooney D. Vitello	SchoolTool letters	
Implement communication with families following district protocol with the additional strategies below: <ul style="list-style-type: none"> <li>Parent message from Vitello on last night of any school break</li> <li>Parent message from Vitello on days with questionable weather</li> <li>Update ParentSquare calendar to reflect district calendar</li> </ul>	4/1/2026-6/25/2026	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	District attendance protocols	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/2026	Weekly attendance team meeting agendas/minutes	Attendance team will meet each week 100% of the time	
6/25/2026	At-risk report	Percentage of students chronically absent below 30%	

#### 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.

<b>Key Strategy 6:</b> Implementing a Restorative Justice Landscape	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Emily Hart-Gorman
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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.**

The needs assessment highlighted that our students want to feel safe at school. They want their learning protected from disruptions. 36% of students feel there is a lot of disrespect in our school. 49% of students worry about violence. Considering this, Dr. Weeks recognizes the need to continue to focus on the Restorative Justice Landscape. This includes a tiered system of positive behavior supports and interventions.

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

A restorative justice landscape was implemented during the 2024-2025 school year. This year, we will continue to build the knowledge and capacity of the entire staff. The goal is to increase the number of students benefitting from the tier one practices. And, of course all of our students deserve to learn without worrying about violence or disruptions.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Attend professional development on the Restorative Justice Landscape	8/25/25- 10/31/25	D. Vitello E. Hart-Gorman D. Luces K. Mooney	National PBIS Leadership Forum	
Revise the Protect the Learning Environment (PLE) form to simplify and track restorative practices	8/25/25	E. Hart-Gorman	PLE Forms	
Establish the members of the three Restorative Justice Landscape committees and hold first meetings <ul style="list-style-type: none"> <li>Equity and School Climate Committee</li> <li>Family Engagement and Community Schools Committee – including the After School Program</li> <li>Behavior Team</li> <li>Schedule monthly or weekly meeting day/time and create agenda template</li> </ul>	8/25/25- 9/3/25	D. Vitello E. Hart-Gorman K. Johnson B. Topalovic K. Myers	Staff Roster CBO Staff Office of Family Engagement After School Program Funding	
Turnkey Restorative Justice PD to staff during opening PD Days. Clarify and communicate expectations for PBIS System: <ul style="list-style-type: none"> <li>Morning Meetings</li> <li>Restorative Circles</li> <li>Gem Jars</li> <li>Paw Points and Incentives</li> <li>Zen Zone</li> </ul>	8/25/25- 9/3/25	D. Vitello K. Myers E. Hart-Gorman	Staff handbook  Behavior matrix Incentive Calendar  Reteach Room Resources	
Conduct walkthroughs gathering baseline data on classroom environment indicators.	9/8/25- 10/31/25	D. Vitello L. Mazella	Implementation Guide	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/25	Behavior Matrix	Updated behavior expectations for each time of day and each space in the school.	
9/1/25- 10/31/25	Equity and School Climate Committee Family Engagement and Community Schools Committee Behavior Team	All three committees fully formed with scheduled meetings for the year. Each committee with agendas and minutes	

		focused on the restorative justice landscape.	
10/31/25	Walkthrough Data – Classroom Environment	100% of classrooms following expectations for PBIS System	

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

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<b>Key Strategy 6:</b> Implementing a Restorative Justice Landscape	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Emily Hart-Gorman
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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
Implement weekly yoga and mindfulness practice for all students	11/1/25	D. Vitello K. Mooney	Trista Phillipson, Little Yogis	
Administer "Sense of Belonging" survey to students in K-5 <sup>th</sup> and collect data Analyze survey data including final question asking every student to identify their trusted Dr. Weeks adult.	11/1/25- 11/26/25	D. Vitello E. Hart-Gorman	Survey from 24-25 Survey Data	
Identify and monitor students who: <ul style="list-style-type: none"> <li>Were not able to attend the monthly incentive 2 months in a row, and/or</li> <li>Have more than 5 PLEs per month. Create a Tier II plan and pair them with a support staff member or a Community Based Organization partner.</li> </ul>	12/1/25	D. Vitello E. Hart-Gorman D. Lucas K. Mooney	CBO Staff Tier II Plans Lunch Groups Reteach Room data	
Meet monthly with grade level representatives during PLT time to discuss Tier II and Tier III plans and progress.	12/1/25	E. Hart-Gorman D. Vitello	PLE data Referral data Student Support Center usage data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1/25- 11/26/25	Sense of Belonging Survey Data	Every child can identify a Dr. Weeks adult they trust.	
11/1/25- 12/19/25	Monthly Incentive Student List	The number of students participating in incentives increased each month by 10%. The number of students missing incentives two months in a row decreased by at least 10%.	
11/1/25- 12/19/25	Protect the Learning Environment Pass Data	The number of students receiving repeat PLEs for each grade level will decrease by 10%	
11/1/25- 12/19/25	Discipline Referral Data	The number of students receiving discipline referrals resulting in ISS or OSS decreased by at least 10% in each grade level.	

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

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

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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
Identify and monitor students who: <ul style="list-style-type: none"> <li>Were not able to attend the monthly incentive 2 months in a row, and/or</li> <li>Have more than 5 PLEs per month. Create a Tier II plan and pair them with a support staff member or a Community Based Organization partner.</li> </ul>	1/5/26-3/27/26	D. Vitello E. Hart-Gorman D. Luces K. Mooney	CBO Staff Tier II Plans Lunch Groups Reteach Room data	
Meet monthly with grade level representatives during PLT time to discuss Tier II and Tier III plans and progress.	1/5/26-3/27/26	E. Hart-Gorman D. Vitello	PLE data Referral data Student Support Center usage data	
Continue implementing Tier II and III supports (lunch groups, individual crisis safety plans, check-in/check-out plans, student support center, reteach room, independent learning center).	1/5/26-3/27/26	E. Hart-Gorman D. Vitello D. Luces K. Mooney		

PROGRESS MONITORING (JANUARY-MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/6/26-3/27/26	Protect the Learning Environment Pass Data	The number of students receiving repeat PLEs will decrease in each grade level by at least 10%.	
1/6/26-3/27/26	Monthly Incentive Student List	The number of students participating in incentives increased each month by 10%. The number of students who were out of the incentive two months in a row decreased.	
1/6/26-3/27/26	Discipline Referral Data	The number of students receiving discipline referrals resulting in ISS or OSS decreased by at least 10% in each grade level.	

Notes/Reflections/Potential Adjustments to Inform April – June 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.

<b>Key Strategy 6:</b> Implementing a Restorative Justice Landscape	<b>PD Plan Link:</b> <a href="#">SY2526</a> <a href="#">PD Plan Dr. Weeks</a>	<b>School Lead:</b> Emily Hart-Gorman
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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
Identify and monitor students who: <ul style="list-style-type: none"> <li>Were not able to attend the monthly incentive 2 months in a row, and/or</li> <li>Have more than 5 PLEs per month. Create a Tier II plan and pair them with a support staff member or a Community Based Organization partner.</li> </ul>	4/1/26-6/25/26	D. Vitello E. Hart-Gorman D. Luces K. Mooney	CBO Staff Tier II Plans Lunch Groups Reteach Room data	
Meet monthly with grade level representatives during PLT time to discuss Tier II and Tier III plans and progress.	4/1/26-6/25/26	E. Hart-Gorman D. Vitello	PLE data Referral data Student Support Center usage data	
Continue implementing Tier II and III supports (lunch groups, individual crisis safety plans, check-in/check-out plans, student support center, reteach room, independent learning center).	4/1/26-6/25/26	E. Hart-Gorman D. Vitello D. Luces K. Mooney		

PROGRESS MONITORING (APRIL-JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/1/26-6/25/26	Protect the Learning Environment Pass Data	The number of students receiving repeat PLEs will decrease in each grade level by at least 10%.	
4/1/26-6/25/26	Monthly Incentive Student List	The number of students participating in incentives increased each month by 10%. The number of students who were out of the incentive two months in a row decreased.	
4/1/26-6/25/26	Discipline Referral Data	The number of students receiving discipline referrals resulting in ISS or OSS decreased by at least 10% in each grade level.	

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.*

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

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	67% Favorable	80% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	26% Favorable	80% Favorable	
3	How often do students get into physical fights at your school? (SC2)	61% Favorable	80% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	76% Favorable	80% Favorable	
5	How often do you worry about violence at your school? (SC4)	51% Favorable	80% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	66% Favorable	80% Favorable	
7	How much support do the adults at your school give you? (SB2)	73% Favorable	80% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	60% Favorable	80% Favorable	
9	How excited would you be to have your teacher again? (TSR1)	72% Favorable	80% Favorable	
10	How respectful is your teacher towards you? (TSR4)	83% Favorable	90% Favorable	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	78% Favorable	80% Favorable	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)	83% Favorable	90% Favorable	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	75% Favorable	80% Favorable	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	86% Favorable	90% Favorable	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	69% Favorable	80% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	76% Favorable	80% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	70% Favorable	80% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	72% Favorable	80% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	77% Favorable	80% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	82% Favorable	90% Favorable	

## EVIDENCE-BASED INTERVENTION

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

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

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

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Diane Vitello	Principal			4/23/25	5/13/25		5/14/25	5/23/25- 6/4/25
Leah Mazella	Vice Principal			4/23/25	5/13/25		5/14/25	
Mary Lowe	Vice Principal			4/23/25	5/13/25		5/14/25	
Tracy Bottrill	Instructional Coach			4/23/25	5/13/25		5/14/25	5/23/25- 6/4/25
Megan Randall	Content Liaison			4/23/25	5/13/25		5/4/25	
Melanie Amodio	Content Liaison			4/23/25	5/13/25	5/16/25	5/14/25	
Erica Northup	Content Liaison			4/23/25	5/13/25		5/14/25	
Julia Fleury	Content Liaison			4/23/25	5/13/25		5/14/25	
Nicole Brown	Content Liaison			4/23/25	5/13/25		5/14/25	
Stephanie Slechta	Content Liaison			4/23/25	5/13/25		5/14/25	
Erika Bird	PK Teacher			4/23/25	5/13/25		5/14/25	
Patrick Stoner	STA Rep			4/23/25	5/13/25		5/14/25	
Kelcey Myers	4 <sup>th</sup> Grade Teacher			4/23/25	5/13/25		5/14/25	
Krista Podolny	5 <sup>th</sup> Grade Teacher			4/23/25	5/13/25		5/14/25	
Julie Matyasik	1 <sup>st</sup> Grade Special Ed.			4/23/25	5/13/25		5/14/25	
Kal Johnson	Community School Liaison					5/16/25		
Begija Topalovic	Family Engagement Aide					5/16/25		
Triana Davis	Parent			4/23/25				
Ashley Grant	Parent			4/23/25				
Kristin Mooney	Social Worker			4/23/25	5/13/25	5/16/25		5/23/25- 6/4/25
Emily Hart-Gorman	Dean			4/23/25	5/13/25	5/16/25		5/23/25- 6/4/25

## 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.

Hearing our students discuss their learning needs and their feelings about school was hugely impactful to the team's plan. As our team was reflecting on all of the sections of the needs assessment, we always came back to the students' responses. Reading our students' quotes about how they learn, what they need to learn, what makes them comfortable at school, and what they wish teachers knew about them helped us to keep our focus on the most important part of this work....our students. At times, the team would get bogged down talking about obstacles or things we couldn't control. It helped to get right back to the student interviews and remind us of our 'why'. This helped the team stay moving in a direction that will improve student achievement.

### *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.