



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	McKinley-Brighton Elementary School	Melissa Tooley	PreK-5	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: Schoolwide Voting**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Melissa Tooley	Principal
2	Brian Pritchett	Vice Principal
3	Elizabeth Kreinheder	Administrative Intern
4	Kathleen Kurgan	Instructional Coach
5	Kristie Blume	Special Education Teacher
6	Teresa Zollo	AIS Teacher
7	Orla Andrews	AIS Teacher
8	Lisa Garofalo	AIS Teacher
9	Kelly Carey-Raymond	AIS Teacher
10	Katherine Sauro	Teacher
11	Taylor Kims	Teacher
12	Danae Wyatt	Program Aide for Family Engagement
13	Christina Cooper	Parent
14	Donvon'ta Huddleston	Parent

[2025-26 SCEP Guidance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [McKinley-Brighton].xlsx
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SIG Expenditure Plan (CSI, ATSI, TSI Only)

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	1) Establishing Systems for Accountable Talk	E
		2	Expeditionary Learning (EL)	E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	1) PLC: Implementing Essential Structures	R
		4	Tier I or Tier II Intervention Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Implementing consistent and effective Crews	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: Establishing systems for Accountable Talk	SY2526 PD Plan [McKinley-Brighton].xlsx	School Lead: Kathy Kurgan
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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 district-wide assessments, *Accountable Talk* continues to be a district priority. NYS Math & ELA data on Constructed Response questions reveals that:

- 89% of Math CRQs were unanswered or received a score of zero
- 49% of ELA CRQs were unanswered or received a score of zero

Research shows that AT has a positive impact on cognitive engagement and reflects CRSE practices, which will improve student learning when implemented effectively.

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

Facilitate AT micro-sessions 4-6 and embed cycles of continuous learning; something we wanted to do last year but we were unable, due to many unforeseen issues.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify or develop an effective feedback system using common language for specific and actionable feedback & teacher self-assessment based on AT Classroom Indicator tool for the school year, including a teacher self-assessment tool. Communicate the Feedback system to staff.	9/5/25	ILT	SCSD Accountable Talk Tools	
Create a schedule and collect and analyze base-line data using district-provided tools (classrooms, student experience, teacher self-assessment/reflection).	10/01/25	Admin ILT	People Time	
Deliver AT Sessions 4 & 5: Accountability to Community and Knowledge & Rigorous Thinking, to all staff to deepen understanding of the moves to support community. Teachers choose a Bridge to practice.	9/11 10/9	Kurgan Andrews	2- one hour PD times	
Utilize PLTs to reflect on AT Bridge to Practice, sharing artifacts and outcomes. Celebrate what's working and consider ways to refine practices.	9/25 10/23	Teachers	PLT meeting time	
Collect and analyze walkthrough data using district provided tools and provide actionable feedback and celebrating successes.	10/31/25	Admin ILT EL	Walkthrough schedule EL partners	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	Walkthrough data SCSD AT Tool	20% increase from baseline data in student/teacher talk ratio	
10/31	ELA CER Math CR	At least 50% of students will increase their score from baseline by 1 point. (2s at Baseline, will maintain their 2s and begin working on 4pt ELA or 3pt Math)	
10/31	Accountable Talk Walkthrough Tool	At least 80% of teachers will be implementing accountable moves.	

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

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

Key Strategy 1: Establishing systems for Accountable Talk	SY2526 PD Plan [McKinley-	School Lead: Kathy Kurgan
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Facilitate AT micro-sessions 4-6 and embed cycles of continuous learning; something we wanted to do last year but we were unable, due to many unforeseen issues.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Utilize PLTs to reflect on walkthrough feedback and co-plan to integrate AT best practices into instruction.	Week of 11/3	PLTs	PLT meeting time	
Deliver AT Session 6: Four Key AT Moves to all staff to deepen understanding of the moves to support knowledge & rigor. Teachers choose a Bridge to practice.	11/13	Kurgan Andrews	1-hour PD time	
Utilize PLTs to reflect on AT Bridge to Practice, sharing artifacts and outcomes. Celebrate what's working and consider ways to refine practices.	12/4	Teachers	1 PLT meeting time	
Collect and analyze walkthrough data and provide actionable feedback and celebrate successes.	12/19	Admin ILT EL	Walkthrough schedule EL partners	

PROGRESS MONITORING (NOVEMBER – DECEMBER) <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19	Walkthrough data shows	There will be a 25% increase from baseline data in student/teacher talk ratio with a focus on teachers using knowledge & rigor moves	
12/19/25	ELA CER /Math CR	At least 50% of students will increase their score from baseline by 1 point. (2s at Baseline, will maintain their 2s and begin working on 4pt ELA or 3pt Math)	
12/19	Accountable Talk Walkthrough Tool	At least 85% of teachers will be implementing accountable moves.	

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

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Key Strategy 1: Establishing systems for Accountable Talk	SY2526 PD Plan [McKinley-	School Lead: Kurgan Kurgan
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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
Utilize PLTs to reflect on walkthrough feedback to and co-plan to integrate AT best practices into instruction.	Week of 1/5	PLTs	Time	
Participate in an AT Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and teacher self- reflection. (Video or in-person observations)	3/23	PLTs	Time Swivl	
Collect and analyze walkthrough data and provide actionable feedback and celebrate successes.	3/16	Admin ILT	Walkthrough schedule Time	
Utilize PLTs to reflect on walkthrough feedback and co-plan to integrate AT best practices into instruction.	Week of 3/23	Teachers	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31	Walkthrough data shows	There will be a 30% increase from baseline data in student/teacher talk ratio with a focus on teachers using AT best practices	
3/31	ELA CER Math CR	At least 50% of students will increase their score from baseline by 1 point. (2s at Baseline, will maintain their 2s and begin working on 4pt ELA or 3pt Math)	
3/31	Accountable Talk Walkthrough Tool	At least 90% of teachers will be implementing accountable moves.	

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: Establishing systems for Accountable Talk

[SY2526 PD Plan](#)
[\[McKinley-](#)

School Lead:
Kathy Kurgan

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Facilitate AT micro-sessions 4-6 and embed cycles of continuous learning; something we wanted to do last year but we were unable, due to many unforeseen issues.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collect and analyze walkthrough data using district provided tools and provide actionable feedback and celebrating successes.	4/27	Admin ILT EL	Walkthrough schedule Time	
Utilize PLTs to reflect on walkthrough feedback and co-plan to integrate AT best practices into instruction.	Week of 5/4	PLTs	Time	
Participate in an AT Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and teacher self- reflection. (Video or in-person observations)	6/1	Teachers	Time Swivl	
Collect and analyze year end walkthrough data and celebrate successes.	6/15	Admin ILT EL	Time	
Utilize end of year data to begin planning for 2026-2027 school year	6/26	Admin ILT EL	Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/19	Walkthrough data shows	There will be a 35% increase from baseline data in student/teacher talk ratio with a focus on teachers using AT best practices	
6/2/25	ELA CER Math CR	At least 80% of students are scoring at least 1pt	
6/2/25	Accountable Talk Walkthrough Tool	At least 90% of teachers will be implementing accountable moves.	

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: Expeditionary Learning (EL)	SY2526 PD Plan [McKinley-	School Lead: Melissa Tooley
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

We are implementing EL Education as a *Full Model* school. Student academic and behavioral data, along with information from our EL Education Implementation Review, indicates a need for developing structures to ensure effective instructional delivery that empowers students to become leaders of their own learning to increase 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.

Moving through the initial phase of creating conditions for belonging and transparency in the EL Full Model roadmap, we will expand this strategy by adding an instructional focus on delivering effective instruction.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create schoolwide behavior and instructional expectations and non-negotiables, including required Learning Lab participation, and roll out to all staff.	9/5/25	Crew/EL Leadership Team Admin	Time EL Partners	
Schedule and deliver introductory PD on EL Core Practice 11 – Delivering Effective Instruction to gauge teacher knowledge and experience with the components (timeframe TBD)	9/19/25	Coach ILT AIS/CT EL	Time EL Partners	
Create and follow a walkthrough schedule to collect base-line data regarding Core Practice 11.B.1 & B.2 classroom management (routines & procedures) to create an optimal learning environment, using EL tools (classrooms, teacher self-assessment/reflection).	10/10/25	Crew/EL Leadership Team Admin EL partners	Time EL Partners	
Utilize PLTs to analyze data on effectiveness of CP 11 implementation using teacher reflection and walkthrough data. Celebrate successes and identify next steps	10/17/25	Admin Coach PLTs	Time EL Partners	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	Behavior Data	5% decrease in student referral data from same time last year	
10/31	DIBELS PM G3-5	At least 65% of students making sufficient growth to meet their Zones of Growth projection	
10/31	Math Fluency PM G3-5	At least 65% of students making sufficient growth to complete Set A fluency by SCSD date	
10/31	El Walkthrough Indicators for Student Actions	At least 80% of students demonstrating desired behavior (Managing Students in an Active Classroom)	
10/31	EL Core Practice 11.B1 & B2 Indicator walkthrough data	100% of teachers implementing procedures and routines, and using management strategies to foster an effective learning environment (EL's	

		Managing Students in an Active Classroom)	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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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.

Moving through the initial phase of creating conditions for belonging and transparency in the EL Full Model roadmap, we will expand this strategy by adding an instructional focus on delivering effective instruction.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule and deliver PD Core Practice 11 D.2 Delivering Effective Instruction based on teacher reflection and/or walkthrough data. (Differentiate with Core Practice 29)	1/23/26	Coach ILT AIS/CT	Time EL partners –PD EL Indicators	
Follow schedule to collect data regarding Core Practice 11D.2 Checking for Understanding in Daily Instruction using EL tools (classrooms, teacher self-assessment/reflection).	2/6/26 3/19/26	Admin SLT	Time EL indicators	
Participate in an effective lesson delivery Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and teacher self-reflection. (Video or in-person observations)	3/19/26	Teachers	Time Swivl	
Utilize PLTs to analyze data on effectiveness of CP 11 implementation using teacher reflection and/or walkthrough data. Celebrate successes and identify next steps	2/13/26 3/26/26	Admin Coach PLTs	Time EL indicators	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/30	NWEA Math & Reading	65% of students meet or exceed growth projections Fall - Winter	
3/27/26	DIBELS PM G3-5	At least 65% of students making sufficient growth to meet their Zones of Growth projection	
3/27/26	Math Fluency PM GK-5	At least 65% of students making sufficient growth to complete Core Set fluency benchmark set by SCSD	
3/27	EL Core Practice 11 D.2 Indicator (CFU's) walkthrough data	100% of teachers implementing Core Practice 11.D.2	

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

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Key Strategy 2: Expeditionary Learning (EL)	SY2526 PD Plan [McKinley-	School Lead: Melissa Tooley
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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.

Moving through the initial phase of creating conditions for belonging and transparency in the EL Full Model roadmap, we will expand this strategy by adding an instructional focus on delivering effective instruction.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule and deliver PD on Core Practice 11 D.6 & 8 Empowering Students Through Reflection – Delivering Effective Instruction.	4/17/26	Coach ILT EL	TimeEL partners –PD EL Indicators	
Follow schedule to collect data regarding Core Practice 11.D.6 &.8 Empowering Students Through Reflection- Delivering Effective Instruction using EL tools (classrooms, teacher self-assessment/reflection).	4/24/26 5/22/26	Admin ILT/SLT Teachers	Time EL indicators	
Utilize PLTs to analyze data on effectiveness of CP 11 implementation using teacher reflection and/or walkthrough data. Celebrate successes and identify next steps	5/29/26	Admin Coach PLTs	Time Swivl	
Utilize end of year data to begin planning for 2026-2027 school year	6/26/26	Admin Coach ILT	Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26	NWEA Math	25% decrease students classified as intensive.	
6/26	NWEA Reading	25% decrease students classified as intensive.	
6/26	NWEA Math & Reading	At least 65% of students meet or exceed growth projections Winter-Spring	
6/26	EL Core Practice 11.D.6 & D.8 Indicator (Empowering Students Through Reflection) walkthrough data	80% of teachers implementing Core Practice 11 D.6 & D.8	

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

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

Key Strategy 3: PLC: Implementing Essential Structures	SY2526 PD Plan [McKinley-	School Lead: Kathy Kurgan
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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.

Effective PLC implementation continues to be a district priority. When effectively implemented, PLTs are a proven practice to promote collaboration and planning that will result in increased student achievement. Student data suggests the need to strengthen and expand PLT structures to increase student achievement.

Spring 2024: **NWEA Reading 3-5** 10% Proficient **NWEA Math K-5** 14% proficient

NYS ELA 3-5 10.9 % Proficient **NYS Math 3-5** 4.3 % Proficient

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

We will be including systematic protocols for collaborative inquiry and additional support for all PLTs from the district impact coaches.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collaborate to establish and commit to a set of norms and adopt or create an agenda aligned to the PLC at Work model.	9/5/25	PLTs	Time	
Analyze data and identify essential standards in both reading and math for PLT focus this year.	9/12/25	PLTs	Time	
Schedule and deliver introductory PD on Planning Effective Instruction aligned to EL Core Practice 10 and PLC at Work model.	9/30/25	Coach ILT EL	EL Partners	
Engage in the initial cycle of inquiry with PLTs receiving support from Impact Coaches.	10/15/25	PLTs Impact Coaches	Impact Coach for each PLT	
Execute K-5 DIBELS progress monitoring and PLC analysis	Monthly	Coach	PLC time, DIBELS probes	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Student Growth Plans based on data	100% of teachers will create plans to accelerate student growth (present to admin)	
10/31	Evidence of PLT planning and student artifacts	85% of students in grade level PLTs will meet the goals set	
10/15	Phoneme Segmentation	80% of kindergarteners will achieve benchmark goals	
10/15/26	Nonsense Word Fluency (CLS & WRC)	80% of Grade 1 students will achieve benchmark goals	
10/15/26	DIBELS ORF	At least 65% of 2-5 students making sufficient growth to meet their Zones of Growth projection	

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

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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
Reflect on the cycle of inquiry process and analyze student data from the cycle of inquiry.	11/7/25	PLTs Impact Coaches	Time Impact Coach for each PLT	
Utilize student data to develop next steps to accelerate student achievement with targeted instruction.	11/7/25	PLTs Impact Coaches	Time Impact Coach for each PLT	
Schedule and deliver differentiated PD on Planning Effective Instruction aligned to EL Core Practice 10 and PLC at Work model.	12/19/25	Coach Impact Coaches EL	Time EL	
Collaborate to plan and implement the next cycle of inquiry with support from SCSD Impact Coaches	11/15/25	PLT Impact Coaches	Time	
Execute K-5 DIBELS progress monitoring and PLC analysis	Monthly	Coach	PLC time, DIBELS probes	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/19 12/17	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	
12/15/26	Nonsense Word Fluency (CLS & WRC)	80% of 1 st grade students will achieve benchmark goals	
12/15/26	DIBELS ORF	At least 65% of Grade 2-5 students making sufficient growth to meet their Zones of Growth projection	
12/15	Phoneme Segmentation	80% of kindergarteners will achieve benchmark goals	

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

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Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Reflect on the cycle of inquiry process and analyze student data from the cycle of inquiry.	1/9/26	PLTs Impact Coaches	Time	
Utilize student benchmark data to develop next steps to accelerate student achievement with targeted instruction.	SCSD Benchmark window	PLTs Coach AIS/CT	Time	
Schedule and deliver differentiated PD on Planning Effective Instruction aligned to EL Core Practice 10 and PLC at Work model.	2/13/25	Coach AIS/CT EL	Time	
Collaborate to plan and implement the next cycle of inquiry with differentiated support from SCSD Impact Coaches	3/18/25	PLTs Impact Coaches	Time	
Execute K-5 DIBELS progress monitoring and PLC analysis	Monthly	Coach	PLC time, DIBELS probes	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/28 2/25 3/25	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	
1/30/26	NWEA Math & Reading	10% decrease students classified as intensive from Fall -Winter	
1/30/26	NWEA Math & Reading	65% of students meet or exceed growth projections Fall - Winter	
3/15	Nonsense Word Fluency (CLS & WRC)	80% of K-1 students will achieve benchmark goals	
3/15	DIBELS ORF	At least 65% of 2-5 students making sufficient growth to meet their Zones of Growth projection	

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](#)
[\[McKinley-](#)

School Lead:
Kathy Kurgan

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.

Effective PLC implementation continues to be a district priority. When effectively implemented, PLTs are a proven practice to promote collaboration and planning that will result in increased student achievement. Student data suggests the need to strengthen and expand PLT structures to increase student achievement.

Spring 2024: **NWEA Reading 3-5** 10% Proficient **NWEA Math K-5** 14% proficient
NYS ELA 3-5 10.9 % Proficient **NYS Math 3-5** 4.3 % Proficient

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

We will be including systematic protocols for collaborative inquiry and additional support for all PLTs from the district impact coaches.

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Reflect on the cycle of inquiry process and analyze student data from the cycle of inquiry.	4/3/26	PLTs	Time	
Utilize student data to collaboratively plan and develop next steps to accelerate student achievement with targeted instruction.	4/17/26	PLTs Coach AIS/CT	Time	
Analyze effectiveness of the PLT process and end of year student data to begin planning 26-27 SCEP.	5/27/26	Admin ILT Coach	Time	
Execute K-5 DIBELS progress monitoring and PLC analysis	Monthly	Coach	PLC time, DIBELS probes	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/29 5/27	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	
6/19	NWEA Math & Reading	25% decrease students classified as intensive.	
6/19	NWEA Reading	25% decrease students classified as intensive.	
6/19/26	NWEA Math & Reading	65% of students meet or exceed growth projections Fall - Spring	
6/15/26	Nonsense Word Fluency (CLS & WRC)	80% of K-1 students will achieve benchmark goals	
6/15/26	DIBELS ORF	At least 65% of 2-5 students making sufficient growth to meet their Zones of Growth projection	

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 [McKinley-	School Lead: Melissa Tooley
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

We chose this strategy based on walkthrough data and progress monitoring of foundational skills in both reading and math. Mid-year NWEA data revealed that 49% of our students made adequate growth in reading and 54% of our students met their growth projections in math. While small groups were happening in most reading and math blocks, the instruction was not targeted enough to move most students and close learning gaps. Additionally, implementing early intervention will address issues at the earliest stages to maximize positive outcomes.

- 41% of students had met the Q1 benchmark for fluency in foundational math skills by the end of the year
- 50% of students tested in DIBELS are intensive in foundational reading skills.

If we support teachers in analyzing data to determine specific student needs and identify interventions to target those needs, all students will have access to the additional support needed to close learning gaps.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Administer and analyze benchmark data to group students with similar needs for Tier 2 instruction. Align specific interventions with student-need groups.	3-5 9/19/25 K-2 10/17/25	AIS Resource	Time	
Create building protocols for acceleration through walk to read and small group instruction, assign teachers to interventions, and ensure teachers receive appropriate training in identified interventions.	3-5 9/31/25 K-2 10/31/25	Admin Coach AIS/Resource	SpEd Coach to assist with matching appropriate interventions in self - contained rooms Tier 2 Intervention Coordinator	
Deliver staff PD on formative assessments for progress monitoring DIBELS, LS Fluency, DSD, math fluency and create a schedule for biweekly Progress Monitoring	9/30/25	AIS Resource	At least 2 PD sessions	
Create and hire/identify personnel to coordinate and monitor a K-2 acceleration model, including the Match Point Label intervention.	9/30/25	Admin	SIG funds	
Schedule and deliver ongoing PD on EL Core Practice 19 – Differentiating Instruction (timeframe TBD)	10/31/25	EL Partners Coach	EL Partners Tier 2 Intervention Coordinator	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/29	Student Growth Plans based on data	100% of teachers will create plans to accelerate student growth (present to admin)	
10/31	DIBELS PM GK-5	At least 65% of students making sufficient growth to meet their Zones of Growth projection	

10/31	Math Fluency PM GK-5	At least 65% of students making sufficient growth to complete Set A fluency by SCSD date	
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Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [McKinley-	School Lead: Melissa Tooley
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

We chose this strategy based on walkthrough data and progress monitoring of foundational skills in both reading and math. Mid-year NWEA data revealed that 49% of our students made adequate growth in reading and 54% of our students met their growth projections in math. While small groups were happening in most reading and math blocks, the instruction was not targeted enough to move students and close learning gaps. Additionally, implementing early intervention will address issues at the earliest stages to maximize positive outcomes.

- 41% of students had met the Q1 benchmark for fluency in foundational math skills by the end of the year
- 50% of students tested in DIBELS are intensive in foundational reading skills.

If we support teachers in analyzing data to determine specific student needs and identify interventions to target those needs, all students will have access to the additional support needed to close learning gaps.

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Gather feedback and analyze data on effectiveness of Tier 2 interventions using teacher reflection, walkthrough data, and student progress monitoring data and adjust instruction	11/14/25	PLTs AIS Resource	Time Tier 2 Intervention Coordinator	
Schedule and deliver differentiated PD on EL Core Practice 19 – Differentiating Instruction (timeframe TBD) based on feedback & data	11/25/25	Coach AIS/Resource EL Partners	EL Partners Tier 2 Intervention Coordinator	
Participate in a Tier 2 Instruction Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and reflection. (video or in-person observation)	11/24/25	K-5 general & Special Ed Teachers	Time Swivl	
Utilize K-2 progress monitoring data to identify students in need of early intervention with a focus on letter sound & blending and counting & cardinality	11/14/25	AIS Resource	Time	
Create and implement a schedule for, and roll out Match Point Label intervention with K-2 students and train SU students and program assistants to assist in daily multiple dose delivery	11/25/25	Tier 2 Intervention Coordinator	K-2 acceleration Intervention Coordinator/Lead Instructor Time	
Gather feedback and analyze data on effectiveness of Tier 2 interventions using teacher reflection, walkthrough data, and student progress monitoring data and adjust instruction. Celebrate successes and identify next steps	12/17/25	Admin Coach AIS Resource Teachers	Time Tier 2 Intervention Coordinator	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/19 12/17	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	

12/12/25	DIBELS PM G K-5	At least 65% of students making sufficient growth to meet their Zones of Growth projection	
12/12/25	Math Fluency PM GK-5	At least 65% of students making sufficient growth to complete Set A fluency by SCSD date	
12/12/25	AIMS Web LSF K-2	70% of students will increase LSF by at least 1 sound per week.	

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

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [McKinley-	School Lead: Melissa Tooley
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

We chose this strategy based on walkthrough data and progress monitoring of foundational skills in both reading and math. Mid-year NWEA data revealed that 49% of our students made adequate growth in reading and 54% of our students met their growth projections in math. While small groups were happening in most reading and math blocks, the instruction was not targeted enough to move students and close learning gaps. Additionally, implementing early intervention will address issues at the earliest stages to maximize positive outcomes.

- 41% of students had met the Q1 benchmark for fluency in foundational math skills by the end of the year
- 50% of students tested in DIBELS are intensive in foundational reading skills.

If we support teachers in analyzing data to determine specific student needs and identify interventions to target those needs, all students will have access to the additional support needed to close learning gaps.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Administer and analyze benchmark data to group students with similar needs for Tier 2 instruction. Align specific interventions with student-need groups. Celebrate successes and identify the next steps.	SCSD Benchmark Window	AIS Resource Teachers	Time	
Align students to interventions based on data, capitalizing on teacher expertise and ensuring teachers receive appropriate training in identified interventions.	End of benchmark testing window	AIS Resource Teachers	Time SpEd Coach	
Schedule and deliver differentiated PD on EL Core Practice 19 – Differentiating Instruction (timeframe TBD) based on feedback & data	1/30/26	EL Coach	Tier 2 Intervention Coordinator Time PD meeting time	
Participate in a Tier 2 Instruction Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and reflection. (video or in-person observation)	K-5 general & special ed teachers	Teachers Coach	Time Swivl	
Gather feedback and analyze data on effectiveness of Tier 2 interventions using teacher reflection, walkthrough data, and student progress monitoring data and adjust instruction. Celebrate successes and identify next steps	Friday Bi-weekly PM 3/31/26	Admin Coach Tier 2 Intervention Coordinator	Time	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/28 2/25 3/25	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	
1/30/26	NWEA Math & Reading	65% of students meet or exceed growth projections Fall - Winter	
1/30/26	NWEA Math & Reading	10% decrease students classified as intensive from Fall	

3/27/26	DIBELS PM G K-5	At least 65% of students making sufficient growth to meet their Zones of Growth projection	
3/27/26	Math Fluency PM GK-5	At least 65% of students making sufficient growth to complete Set A fluency by SCSD date	
3/27/26	AIMS Web LSF K-2	70% of students will increase LSF by at least 1 sound per week.	

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

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

Key Strategy 4: Tier I or Tier II Intervention Practices	SY2526 PD Plan [McKinley-	School Lead: Melissa Tooley
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

We chose this strategy based on walkthrough data and progress monitoring of foundational skills in both reading and math. Mid-year NWEA data revealed that 49% of our students made adequate growth in reading and 54% of our students met their growth projections in math. While small groups were happening in most reading and math blocks, the instruction was not targeted enough to move students and close learning gaps. Additionally, implementing early intervention will address issues at the earliest stages to maximize positive outcomes.

- 41% of students had met the Q1 benchmark for fluency in foundational math skills by the end of the year
- 50% of students tested in DIBELS are intensive in foundational reading skills.

If we support teachers in analyzing data to determine specific student needs and identify interventions to target those needs, all students will have access to the additional support needed to close learning gaps.

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

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Schedule and deliver differentiated PD on EL Core Practice 19 – Differentiating Instruction (timeframe TBD) based on feedback & data	4/24/26	EL Partners Coach AIS	Coach Tier 2 Intervention Coordinator EL	
Participate in a Tier 2 Instruction Peer Learning Lab as their 1 required cycle for the year, based on walkthrough data and reflection. (video or in-person observation)	5/20	K-5 general & Special Ed Teachers	Time Swivl	
Gather feedback and analyze data on effectiveness of Tier 2 interventions using teacher reflection, walkthrough data, and student progress monitoring data and adjust instruction.	Friday Bi-weekly PM 6/12/26	Admin Coach Tier 2 Intervention Coordinator	Time	
Administer end of year benchmarks. Celebrate successes and identify practices to start, stop, or continue.	SCSD & NYS testing windows	AIS Resource Teachers	Time	
Utilize end of year data to begin planning for 2026-2027 school year	6/12/25	Admin ILT AIS	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/29 5/27	Student Growth Plans based on data	100% of teachers will share results of prior plan and new plans to accelerate student growth (present to admin)	
6/12/25	DIBELS PM G K-5	At least 65% meet their Zones of Growth projection	
6/12/25	Math Fluency PM GK-5	At least 65% of students making sufficient growth to complete final Core Set fluency by SCSD date	

6/12/25	AIMS Web LSF K-2	95% of students K-2 will know all letters and sounds, and be able to blend	
6/12/26	NWEA Math & Reading	65% of students meet or exceed growth projections Winter-Spring	
6/12/26	NWEA Math & Reading	25% decrease students classified as intensive from Winter	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [McKinley-	School Lead: Liz Kreinheder
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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.

As of May 23, 2025, attendance data shows an overall average attendance rate of 87.4%. In general, our attendance rate is below the district goal. In January 2025, Attendance and Rapid Response teams were created, expectations and roles were clearly defined, and building protocols were rolled out to staff. While we have seen an improvement in overall attendance, the number of our students at level 1 decreased from 30.6% last year to 26.9%. The data indicates that this should be a continued focus.

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

We will strengthen and expand this strategy by working on a system of accountability.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify members of the Attendance and Rapid Response Teams, clearly outline roles and responsibilities, and schedule meetings for the year.	8/28/25	Administrative Intern	Budget (SIG): Extension of Service funds	
Using 24-25 data, identify attendance patterns and concerns, to proactively reach those families to identify and address any barriers that are keeping students from consistently attending school.	8/28/25	Administrative Intern	Budget (SIG): Extension of Service funds	
Conduct home visits and make phone calls, checking in with every family to ensure they are ready for the first day of school.	8/28/25	Attendance Team	Budget (SIG): Extension of Service funds	
Communicate attendance protocol to all staff, including Family Outreach protocols.	9/30/25	Attendance Team	Time	
Create and schedule weekly, monthly, and quarterly attendance incentives to be implemented throughout the year.	9/30/25	Attendance Team	Budget (Attendance)	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31	Student Attendance Data	5% decrease in chronic absenteeism from the same time last year	
10/31	Student Attendance Data	Schoolwide year to date attendance will be at least 90%	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [McKinley-	School Lead: Liz Kreinheder
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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.

As of May 23, 2025, attendance data shows an overall average attendance rate of 87.4%. In general, our attendance rate is below the district goal. In January 2025, Attendance and Rapid Response teams were created, expectations and roles were clearly defined, and building protocols were rolled out to staff. While we have seen an improvement in overall attendance, the number of our students at level 1 decreased from 30.6% last year to 26.9%. The data indicates that this should be a continued focus.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will strengthen and expand this strategy by working on a system of accountability.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor teacher attendance and SCSD Support Staff attendance protocol data for consistency and efficiency of documentation and entering data into School Tool.	11/25	Attendance Team	Time Data Reports	
Analyze quarterly attendance data, including chronic absenteeism data, to determine trends and formulate next steps and possible need for professional development	12/15	Attendance Team	Time Data Reports	
Review, revise, and update rapid response team's routines, procedures and data analysis protocols	12/16	Attendance Team	Time Data Reports	
Share data updates and schedule marking period celebrations around attendance	12/19	Attendance Team	Time Budget (Attendance) Data Reports	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19	Student Attendance Data	5% decrease in chronic absenteeism as compared to the same time last year	
12/19	Student Attendance Data	Schoolwide year to date attendance will be at least 90%	

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 [McKinley-	School Lead: Liz Kreinheder
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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.

As of May 23, 2025, attendance data shows an overall average attendance rate of 87.4%. In general, our attendance rate is below the district goal. In January 2025, Attendance and Rapid Response teams were created, expectations and roles were clearly defined, and building protocols were rolled out to staff. While we have seen an improvement in overall attendance, the number of our students at level 1 decreased from 30.6% last year to 26.9%. The data indicates that this should be a continued focus.

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

We will strengthen and expand this strategy by working on a system of accountability.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor teacher attendance and SCSD Support Staff attendance protocol data for consistency and efficiency of documentation and entering data into School Tool.	3/31	Attendance Team	Time Data Reports	
Analyze mid-year attendance data, including chronic absenteeism data, to determine trends and formulate next steps and possible need for professional development	2/28	Attendance Team	Time Data Reports	
Share data updates and schedule marking period celebrations around attendance	2/28	Attendance Team	Time Data Reports Budget (Attendance)	
Review, revise, and update rapid response team's routines, procedures and data analysis protocols	3/31	Attendance Team	Time Budget (Attendance) Data Reports	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/26/26	Student Attendance Data	5% decrease in chronic absenteeism as compared to the same time last year	
3/26/26	Student Attendance Data	Schoolwide year to date attendance will be at least 90%	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [McKinley-	School Lead: Liz Kreinheder
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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.

As of May 23, 2025, attendance data shows an overall average attendance rate of 87.4%. In general, our attendance rate is below the district goal. In January 2025, Attendance and Rapid Response teams were created, expectations and roles were clearly defined, and building protocols were rolled out to staff. While we have seen an improvement in overall attendance, the number of our students at level 1 decreased from 30.6% last year to 26.9%. The data indicates that this should be a continued focus.

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

We will strengthen and expand this strategy by working on a system of accountability.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor teacher attendance and SCSD Support Staff attendance protocol data for consistency and efficiency of documentation and entering data into School Tool.	5/15/26	Attendance Team	Time	
Analyze Q3 attendance data, including chronic absenteeism data, to determine trends and formulate next steps and possible need for professional development	5/15/26	Attendance Team	Time Data Reports	
Develop and implement a plan to ensure a strong finish for attendance.	4/30/26	Attendance Team	Time Data Reports	
Utilize all attendance data to inform planning for 2026-2027 SCEP	6/15/26	Attendance Team	Time Data Reports	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/2/26	Student Attendance Data	5% decrease in chronic absenteeism as compared to the same time last year	
6/2/26	Student Attendance Data	Schoolwide year to date attendance will be at least 90%	

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

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

Key Strategy 6: Implementing consistent and effective Crews	SY2526 PD Plan [McKinley-	School Lead: Brian Pritchett
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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.

Student interviews suggest that bullying in the school is a significant concern for students, especially in less structured areas. Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through the implementation of EL Crew across all grade levels.

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

For most of the school year, Crew lessons were delivered inconsistently across the whole school. The Crew Leadership Team was established after January 2025 and began meeting regularly and began creating Crew lesson plans for the entire school based on monthly habits of character. This increased the number of Crew lessons being delivered in the classroom. We will follow this same structure beginning in September.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish Crew Leadership Team meeting dates and monthly Habits of Character for the entire year that Crew lessons will focus on. Identify system for recognizing students who consistently demonstrate positive behaviors related to the monthly Habits of Character.	8/22/25	Crew Leadership Team	Time Budget (EL Extension of Service) Budget (SIG)	
Identify Crew Indicators along with daily look-fors and non-negotiables for Crew lessons and create daily Crew lesson plans for the months of September through December.	8/22/25	Crew Leadership Team	Time Budget (EL Extension of Service)	
Rollout Crew Indicators and non-negotiables from Core Practice 23 with staff. Review Crew lessons for the upcoming months and show videos of exemplary Crew lessons in action.	9/5/25	Crew Leadership Team	Time	
Conduct Crew Core Practice 23 implementation walkthroughs using EL tools to obtain baseline data, identify assets and focus areas.	10/31/25	Admin Crew Leadership Team	Time Walkthrough tool	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Behavior data	5% decrease in referral data from the same time last year	
10/31/25	Attendance data	5% increase in attendance from the same time last year	

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

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

Key Strategy 6: Implementing consistent and effective Crews	SY2526 PD Plan [McKinley-	School Lead: Brian Pritchett
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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.

Student interviews suggest that bullying in the school is a significant concern for students, especially in less structured areas. Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through the implementation of EL Crew across all grade levels.

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

For most of the school year, Crew lessons were delivered inconsistently across the whole school. The Crew Leadership Team was established after January 2025 and began meeting regularly and began creating Crew lesson plans for the entire school based on monthly habits of character. This increased the number of Crew lessons being delivered in the classroom. We will follow this same structure beginning in September.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze walkthrough data using EL provided tools and provide actionable feedback and celebrate successes.	11/6/25	Crew Leadership Team	Time Walkthrough tool	
Create and deliver PD on EL Core Practice 21- Creating a Community of Learners.	11/25/25	Crew Leadership Team	Time PD delivered by Crew Leadership Team	
Based on walkthrough data and reflection, teachers can choose to participate in a Crew Peer Learning Lab as their 1 required cycle for the year.	11/7/25	K-5 PLTs	Time Swivl	
PLT's use walkthrough feedback to reflect and co-plan to implement best practices into Crew.	12/19/25	K-5 PLT's	Time Budget (EL Extension of Service)	
Create and deliver PD on EL Core Practice 21 & 23 to address focus areas identified in walkthroughs.	11/25/25	Crew Leadership Team	Time PD delivered by Crew Leadership Team	
Create daily Crew lesson plans for the months of January through March.	12/19	Crew Leadership Team	Time Budget (EL Extension of Service)	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Behavior data	10% decrease in referral data from the same time last year	
12/19/25	Attendance data	10% increase in attendance from the same time last year	

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

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

Key Strategy 6: Implementing consistent and effective Crews	SY2526 PD Plan [McKinley-	School Lead: Brian Pritchett
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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.

Student interviews suggest that bullying in the school is a significant concern for students, especially in less structured areas. Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through the implementation of EL Crew across all grade levels.

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

For most of the school year, Crew lessons were delivered inconsistently across the whole school. The Crew Leadership Team was established after January 2025 and began meeting regularly and began creating Crew lesson plans for the entire school based on monthly habits of character. This increased the amount of Crew lessons being delivered in the classroom. We will follow this same structure beginning in September.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collect and analyze walkthrough data using EL provided tools to provide actionable feedback and celebrate successes.	1/22/25	Admin Crew Leadership Team	Time Walkthrough tool	
Based on walkthrough data and reflection, teachers can choose to participate in a Crew Peer Learning Lab as their 1 required cycle for the year.	1/30/25	K-5 PLTs	Time Swivl	
PLT's use walkthrough feedback to reflect and co-plan to implement best practices into Crew.	2/27/25	K-5 PLTs	Time Budget (EL Extension of Service)	
Deliver differentiated PD on EL Core Practice 21 & 23 to address focus areas identified in walkthroughs.	3/27/25	Crew Leadership Team	Time PD delivered by Crew Leadership Team	
Revise and edit daily Crew lesson plans for the months of April through June.	3/27/25	Crew Leadership Team	Time Budget (EL Extension of Service)	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/25/26	Student Survey/Focus Groups	10% increase in students who feel a sense of belonging in school	
3/27/26	Behavior data	10% decrease in referral data from the same time last year	
3/27/26	Attendance data	10% increase in attendance from the same time last year	

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

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

Key Strategy 6: Implementing consistent and effective Crews	SY2526 PD Plan [McKinley-	School Lead: Brian Pritchett
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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.

Student interviews suggest that bullying in the school is a significant concern for students, especially in less structured areas. Panorama SEL survey data indicates the need to enhance the social-emotional learning (SEL) practices in our school to foster the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through the implementation of EL Crew across all grade levels.

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

For most of the school year, Crew lessons were delivered inconsistently across the whole school. The Crew Leadership Team was established after January 2025 and began meeting regularly and began creating Crew lesson plans for the entire school based on monthly habits of character. This increased the number of Crew lessons being delivered in the classroom. We will follow this same structure beginning in September.

IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Collect and analyze walkthrough data using EL provided tools and provide actionable feedback and celebrate successes.	4/24/25	Admin Crew Leadership Team	Time Walkthrough tool	
Based on walkthrough data and reflection, teachers can choose to participate in a Crew Peer Learning Lab as their 1 required cycle for the year.	4/30/25	K-5 PLTs	Time Swivl	
PLT's use walkthrough feedback to reflect and co-plan to implement best practices into Crew.	5/15/25	K-5 PLTs	Time Budget (EL Extension of Service)	
Utilize end of year data to begin planning for 2026-2027 school year	6/27/25	Crew Leadership Team	Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/26	Student & Staff Survey	20% increase in favorable responses to sense of belonging questions	
6/11/26	Behavior data	10% decrease in referral data from the same time last year	
6/11/26	Attendance data	10% increase in attendance from the same time last year	

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

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END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	96% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	96% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	88% Favorable Agree/Strongly Agree	100% Favorable Agree/Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	92% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
5	It was evident that our school focused on numeracy and literacy.	100% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	100% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	88% Favorable Agree/Strongly	100% Favorable Agree/Strongly	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	92% Favorable Agree/Strongly	100% Favorable Agree/Strongly	

	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)	62% favorable	90% Favorable Responses	
2	How often are people disrespectful to others at your school? (SC1)	21% favorable	90% Favorable Responses	
3	How often do students get into physical fights at your school? (SC2)	31% favorable	90% Favorable Responses	
4	How likely is it that someone from your school will bully you online? (SC3)	68% favorable	90% Favorable Responses	
5	How often do you worry about violence at your school? (SC4)	44% favorable	90% Favorable Responses	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	62% favorable	90% Favorable Responses	
7	How much support do the adults at your school give you? (SB2)	75% favorable	90% Favorable Responses	
8	Overall, how much do you feel like you belong at your school? (SB4)	65% favorable	90% Favorable Responses	
9	How excited would you be to have your teacher again? (TSR1)	61% favorable	90% Favorable Responses	
10	How respectful is your teacher towards you? (TSR4)	73% favorable	90% Favorable Responses	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	To what extent do you think that children enjoy going to your child's school? (SC1)	69% Favorable Responses	90% Favorable Responses	
2	How motivating are the classroom lessons at your child's school? (SC2)	77% Favorable Responses	90% Favorable Responses	
3	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	85% Favorable	90% Favorable Responses	
4	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	69% Favorable	90% Favorable Responses	
5	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	85% Favorable	90% Favorable Responses	
6	How much of a sense of belonging does your child have at his/her school? (School Fit 2)	55% Favorable	90% Favorable Responses	
7	How well do you feel your child's school is preparing him/her for his/her next academic year? (School Fit 1)	64% Favorable	90% Favorable Responses	
8	How well do the activities offered at your child's school match his/her interests? (School Fit 5)	73% Favorable	90% Favorable Responses	
9	At your child's school. How well does the overall approach to discipline work for your child (School Fit 3)	73% Favorable	90% Favorable Responses	
10	How comfortable is your child in asking for help from school adults? (School Fit 6)	73% Favorable	90% Favorable Responses	
11	Given your child's cultural background, how good of a fit is his/her school. (School Fit 4)	45% Favorable	90% Favorable Responses	
12	How well do the teaching styles of your child's teachers match your child's learning style? (School Fit 7)	64% Favorable	90% Favorable Responses	

EVIDENCE-BASED INTERVENTION

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

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

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	X
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
Professional Learning Communities	X
Restorative Practices	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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Melissa Tooley	Principal	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Brian Pritchett	Vice Principal	4/1	4/2	4/3	4/30			6/11
Elizabeth Kreinheder	Administrative Intern	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Kathleen Kurgan	Instructional Coach	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Kristie Blume	Special Education Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Teresa Zollo	AIS Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Orla Andrews	AIS Teacher			4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 6/6, 6/11
Lisa Garofalo	AIS Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/29, 6/6
Kelly Carey-Raymond	AIS Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/28, 5/29, 5/30, 6/6 6/11
Katherine Sauro	Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 6/6
Taylor Kims	Teacher	4/1	4/2	4/3	4/30	4/24	5/1	5/22, 5/23, 5/30, 6/6 6/11
Danae Wyatt	Program Aide for Family Engagement	4/1	4/2	4/3		4/24	5/1	5/22, 5/23
Christina Cooper	Parent							6/13
Donvon'ta Huddleston	Parent							6/17

SCEP Development Team

LEARNING AS A TEAM

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

Student Interviews

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

Student interview responses suggest that:

- some students are unsure of what they are learning and why they are learning it
- most of our students love daily Crew
- some students feel that bullying is a significant issue or lacked a feeling of belonging at MKB

The information gleaned, informed our planning in several Key Strategies.

Through Key Strategies 2 (Expeditionary Learning) & 3 (PLC-Implementing Essential Structures), we will capitalize on Professional Learning Teams and EL Core Practices to build teacher capacity to plan for and deliver effective lessons wherein students have a clear understanding of what they are learning and why they are learning that content or skill.

Through Key Strategy 6 (Implementing Consistent & Effective Crews), we will leverage students' love of Crew to continue to foster connection and social emotional growth, while using it as a setting to address issues of belonging and bullying more intentionally.

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.