



## 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	STEAM at Dr. King Elementary School	Kuricheses Alexander	PK-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.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **[Civic Empowerment Project](#) identified: Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Kuricheses Alexander	Principal
2	Ashley Burke	Teacher
3	Rosemarie Stanley	Teacher
4	Gregory Bickett	Teacher
5	Angela Billue	TA
6	Jade Farrell	Teacher
7	Kristi King	Teacher
8	Diane Schulman	Teacher
9	Dylan Gwilt	Teacher
10	Melissa Tooley	Vice Principal
11	Priscilla Newby	Vice Principal
12	Danielle Puusalu	Parent
13	Asia Perry	Parent

[2024-25 SCEP Guidance & Next Steps](#)

# Table of Contents – Bookmark Links

## Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

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## Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

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## Academic Commitment #2

- [Strategy 1](#)
- [Strategy 2](#)

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## Attendance Commitment

- [Strategy 1](#)
- [Strategy 2](#)

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## Student Supports Commitment

- [Strategy 1](#)
- [Strategy 2](#)

## End of Year Survey

## SCEP Development Team Participation

## 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: 20px; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

Commitments		
1	<b>Academic</b>	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	<b>Academic</b>	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	<b>Attendance</b>	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	<b>Student Supports</b>	This school is committed to aligning and maximizing resources to serve and impact each student's needs.

### School Identified Key Strategies (Maximum of 8)

**Directions:** Use the school's needs assessment results to identify **two** strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is "new" – "expanded" – "refined."

	Commitment	Key Strategies		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	<b>Accountable Talk</b>	R
		2	<b>Assessing Student Work Protocol</b>	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.	1	<b>Effective PLC Implementation</b>	R
		2	<b>Effective Unit and Lesson Planning</b>	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>Promoting Student Voice &amp; Student Leadership</b>	R
		2	<b>Staff to Student Check-ins</b>	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Staff to Student Check-ins</b>	R
		2	<b>Social Emotional Learning</b>	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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Tooley, Coaches
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We are refining this strategy by choosing which talk moves and functions to focus on for the school year. We will also develop a process for monitoring the implementation of the identified moves and functions. This is different from last year because while we did the training at the beginning of the school year, we did not have a sufficient plan for monitoring and supporting the work. Nor did we chunk the work to determine where to focus.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
August 31, 2024	Determine the talk moves and functions to focus on for the school year.	Tooley and Coaches	Budget	
August 31, 2024	Develop a PD plan for the identified talk moves and functions.	Tooley and Coaches	Budget	
August 31, 2024	Develop or research a walkthrough tool for the identified talk moves and functions	Tooley and Coaches	Budget	
August 31, 2024	Develop a plan for using the walkthrough tool and a uniform way to provide feedback and begin walkthroughs once PD is completed.	Tooley and Coaches	Budget	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30, 2024	Teacher attendance at identified PD on the identified talk moves and	100% of teacher attendance.	
October 30, 2024	Data from using the walkthrough tool	50% of all teachers using the identified talk moves and functions.	

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

**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:</b> Accountable Talk	<b>School Lead:</b> Tooley, Coaches
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 1- Dec. 30, 2024	Continue using the walkthrough tool for the identified talk moves and functions and provide follow-up support based on teacher need.	Tooley and Coaches	Time	
Dec. 30, 2024	Determine classrooms to use as spotlights for other teachers to visit.	Tooley and Coaches	Time and People	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 1- Dec. 30, 2024	Data from using the walkthrough tool	60% of all teachers using the identified talk moves and functions.	
Dec. 30, 2024	Identified spotlight classrooms	Identified at least two classrooms K-5 for spotlights and at least one special area classroom.	

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

**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:</b> Accountable Talk	<b>School Lead:</b> Tooley and Coaches
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<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan. 1- Mar. 31, 2025	Continue using the walkthrough tool for the identified talk moves and functions and provide follow-up support based on teacher need.	Tooley and Coaches	Time	
Mar. 31, 2025	Determine classrooms to use as spotlights for other teachers to visit	Tooley and Coaches	Time and People	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Mar. 31, 2025	Data from using the walkthrough tool	70% of all teachers using the identified talk moves and functions.	
Mar. 31, 2025	Identification of additional spotlight classrooms	2 new additional spotlight classrooms and 1 new additional special area classroom.	

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

**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:</b> Accountable Talk	<b>School Lead:</b> Tooley and Coaches
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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr. 1- May 31, 2025	Continue using the walkthrough tool for the identified talk moves and functions and provide follow-up support based on teacher need.	Tooley and Coaches	Time	
Jun. 30, 2025	Identify talk moves and functions to focus on for next year.	Tooley, Coaches, and Teachers	Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jun. 30, 2025	Data from using the walkthrough tool	100% of teachers using the identified talk moves and functions	
Jun. 30, 2025	Feedback from teachers	Teachers shared on this year’s talk moves and functions and give some insight on what talk moves and functions they would like to focus on next.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

**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: Assessing Student Work Protocol**

**School Lead: Alexander, Coaches**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

We examined student data throughout the school year this year. While we have seen some growth in DIBELS and NWEA, we want to continue to improve until we see student growth translating to an increase in student achievement on the state test. In DIBELS, core increased from 29% to 40%. We saw a 2% increase in Math (NWEA) and a 4% increase in ELA (NWEA). We believe that by refining how we look at student work, we will continue to move in a positive direction.

**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 refine this strategy by having more than one student work protocol for teachers to choose from based on the data that they are analyzing. We also want to examine how students analyze their work as well.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

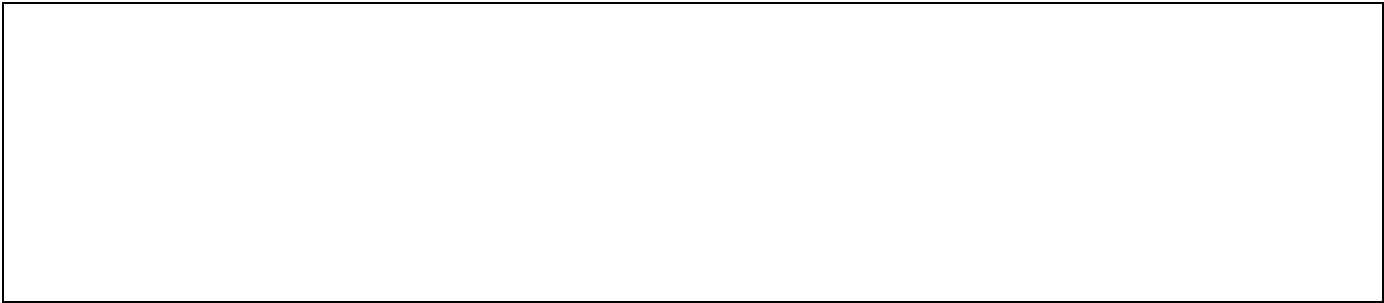
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug. 30, 2024	Identify student work protocols that teachers can choose from.	Alexander and Coaches	Budget	
Aug. 30, 2024	Determine the use for each type of student work protocol.	Alexander and Coaches	Budget	
Sept. 30, 2024	Conduct professional development on the use of the various student work protocols.	Alexander and Coaches	Time	
Sept. 30, 2024	Conduct professional development on creating success criteria.	Alexander and Coaches	Time and People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept. 30, 2024	Completion of professional development of the use of the student work protocols and creating success criteria	100% of teachers trained.	
Oct. 31, 2024	Use of an identified student work protocol	All grade level teams turned in evidence of use of a protocol.	
Oct. 31, 2024	Success criteria are stated for every Math lesson and/or PBL projects.	100% of teachers that teach math and PBL projects state success criteria for Math lessons and PBL projects.	

**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.

<b>Key Strategy 2: Assessing Student Work Protocol</b>	<b>School Lead: Alexander and Coaches</b>
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 We will refine this strategy by having more than one student work protocol for teachers to choose from based on the data that they are analyzing. We also want to examine how students analyze their work as well.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 30, 2024	Conduct professional development on turning success criteria into a reflective practice for students at the end of the lesson.	Alexander and Coaches	Time	
Dec. 31, 2024	Bring evidence of student reflections with student work to analyze using a student work protocol.	Teachers/ Team Lead	Time	
Nov. 30, 2024	Use of an identified student work protocol.	Teachers/Team Lead	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 30, 2024	Completion of professional development	100% of teachers trained.	
Dec. 31, 2024	Evidence of student’s ability to analyze their work using the success criteria	50% of students are able to accurately assess their understanding based on the given success criteria for math and/or PBL projects.	
Nov. 30- Dec. 31, 2024	Use of an identified student work protocol	All grade levels turned in evidence of use of a protocol.	

**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 2: Assessing Student Work Protocol</b>	<b>School Lead: Alexander and Coaches</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We examined student data throughout the school year this year. While we have seen some growth in DIBELS and NWEA, we want to continue to improve until we see student growth translating to an increase in student achievement on the state test. In DIBELS, core increased from 29% to 40%. We saw a 2% increase in Math (NWEA) and a 4% increase in ELA (NWEA). We believe that by refining how we look at student work, we will continue to move in a positive direction.

**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 expand this strategy by having more than one student work protocol for teachers to choose from based on the data that they are analyzing. We also want to examine how students analyze their work as well.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan. 1- Mar. 31, 2025	Bring evidence of student reflections with student work to analyze using a student work protocol.	Teachers/Team Lead	Time	
Jan. 1- Mar. 31, 2025	Use of an identified student work protocol.	Teachers/Team Lead	Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Mar. 31, 2025	Evidence of the student’s ability to analyze their work using the success criteria	65% of students are able to accurately assess their understanding based on the given success criteria for math and/or PBL project.	
Mar. 31, 2025	Use of an identified student work protocol	All grade levels turn in evidence of use of an identified student work protocol.	

**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.

<b>Key Strategy 2: Assessing Student Work Protocol</b>	<b>School Lead: Alexander and Coaches</b>
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 We examined student data throughout the school year this year. While we have seen some growth in DIBELS and NWEA, we want to continue to improve until we see student growth translating to an increase in student achievement on the state test. In DIBELS, core increased from 29% to 40%. We saw a 2% increase in Math (NWEA) and a 4% increase in ELA (NWEA). We believe that by refining how we look at student work, we will continue to move in a positive direction.

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**IMPLEMENTATION PLAN (APRIL – JUNE)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr. 30- Jun. 30, 2025	Bring evidence of student reflections with student work to analyze using a student work protocol.	Teachers/Team Lead	Time	
Apr. 30- Jun. 30, 2025	Use of an identified student work protocol.	Teachers/Team Lead	Time	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jun. 21, 2025	Evidence of the student’s ability to analyze their work using the success criteria	80% of students are able to accurately assess their understanding based on the given success criteria for math and/or PBL project.	
Jun. 21, 2025	Use of an identified student work protocol	All grade levels turn in evidence of use of an identified student work protocol.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 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 1:** Effective PLC Implementation

**School Lead:** Newby Coaches, and Team Lead

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We are refining this strategy by giving the grade level teams a rubric to use to assess their effectiveness as a professional learning team.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug. 30, 2024	Identify PLC team rubric and self-assessment to be implemented in September.	Newby and Coaches	Budget	
Sept. 30, 2024	Develop PD for use of the PLC rubric and self-assessment. Provide PD to teachers.	Newby and Coaches	Time	
Sept. 30, 2024	Develop Professional Development for individual/team accountability during PLC. Provide PD to teachers.	Newby and Coaches	Time	
Oct. 31, 2024	Utilize the PLC self-assessment rubric to reflect on PLC practices moving forward (glows and grows). Each team selects a grow to work on moving forward. Teams will place the information on a spreadsheet.	Teachers/Team Lead	Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept. 30, 2024	Completion of professional development	100% of teachers attend PD.	
Oct. 31, 2024	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric.	

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

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

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> Newby, Coaches and Team Lead
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 1- Dec. 31, 2024	Utilize the PLC self-assessment rubric to reflect on PLC practices moving forward (glows and grows). Each team selects a grow to work on moving forward.	Teachers/Team Lead	Time	
Nov. 1- Dec.31, 2024	Implement changes to PLC protocols based on staff feedback. Each team implements protocols and works on their arear of growth.	Teachers/Team Lead	Time	
Nov. 1- Dec. 31, 2024	Monitor the implementation of the individual team “grow”. Assess the team’s effort to meet the grow.	Teachers/Team Lead	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 30, 2024	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric	
Dec. 31, 2024	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric	

**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.

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**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan. 1- Mar. 30, 2025	Utilize the PLC self-assessment rubric to reflect on PLC practices moving forward (glows and grows). Each team selects a grow to work on moving forward.	Teachers/Team Lead	Time	
Jan. 1- Mar. 30, 2025	Implement changes to PLC protocols based on staff feedback. Each team implements protocols and works on their area of growth.	Teachers/Team Lead	Time	
Jan. 1- Mar. 30, 2025	Monitor the implementation of the individual team “grow”. Assess the team’s effort to meet the grow.	Teachers/Team Lead	Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan. 31, 2025	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric.	
Feb. 28, 2025	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric.	
Mar. 31, 2025	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric.	

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



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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr. 1- Jun 30, 2025	Utilize the PLC self-assessment rubric to reflect on PLC practices moving forward (glows and grows). Each team selects a grow to work on moving forward.	Teachers/Team Lead	Time	
Apr. 1- Jun 30, 2025	Implement changes to PLC protocols based on staff feedback. Each team implements protocols and works on their area of growth.	Teachers/Team Lead	Time	
Apr. 1- Jun 30, 2025	Monitor the implementation of the individual team “grow”. Assess the team’s effort to meet the grow.	Teachers/Team Lead	Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr. 30, 2025	Team identification of a glow and grow on a spreadsheet	All teams have identified a glow and a grow based on the rubric.	
May 30, 2025	Team identification of a glow and grow on a spreadsheet	All teams have identified a glow and a grow based on the rubric.	
Jun 30, 2025	Team identification of a glow and grow on spreadsheet	All teams have identified a glow and a grow based on the rubric.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 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 2: Effective Lesson and Unit Planning**

**School Lead: Alexander, Coaches, and Team Lead**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

We used all of our academic data to select this strategy. The data indicated a need to deepen student understanding and engagement. As a result, it is imperative for teachers to know and understand the units that they will be teaching on a deep level. This helps with scaffolding, intervention/acceleration, PBL project planning, questioning, and assessing student learning.

**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 refine this key strategy by focusing on key questions that teachers can ask themselves in order to increase student learning and engagement during lessons.

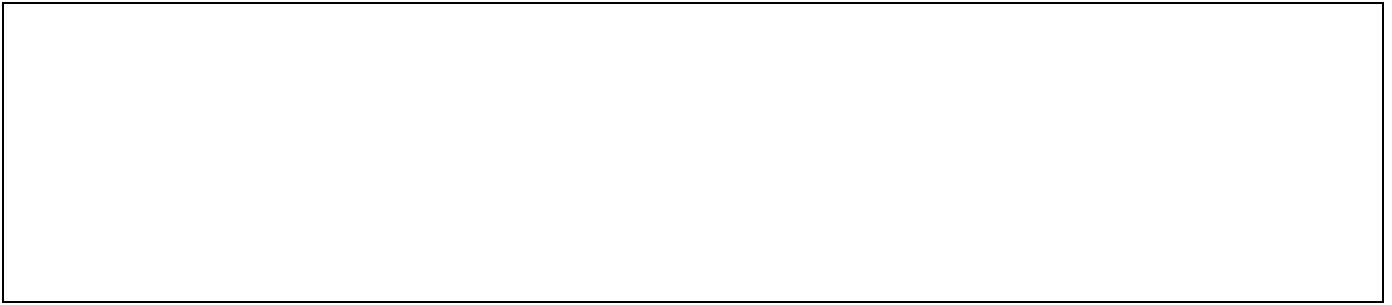
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug. 31, 2024	Analyze ELA and Math Unit plans for at least the 1 <sup>st</sup> unit in each subject area.	Classroom teachers	Time, Budget, People	
Aug. 31, 2024	Identify essential functions (standards and objectives) of each unit and highlight where that is evidenced in the daily lesson plans.	Classroom teachers	Time, Budget, People	
Aug. 31, 2024	Plan for formative assessments that will occur throughout unit so that teachers can assess student learning, adjust instruction, and plan for small groups that supports the goal of	Classroom teachers	Time, Budget, People	
Aug. 31, 2024	Plan professional development (during PLT or after school) to support teachers understanding of the share, discuss, and analyze phase (math). Plan professional development (during PLT or after school) to support teachers in planning for student engagement with the task and how diverse learners will be supported.	Alexander, Coaches, Teachers	Time, Budget, People	
Aug. 31, 2024	Identify a tool to measure student engagement.	Alexander and Coaches	Time, Budget, People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept 30, 2024	Units paced out and common formative assessments identified that will be utilized throughout the	Calendar completed with units paced out and formative assessments identified.	
Sept 15- Oct 15, 2024	Use district benchmarks and formative assessment data to plan for targeted small groups	Students are flexibly grouped based on their identified need.	
Oct 31, 2024	Completion of professional development	100% of teachers have attended PD.	

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



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

<b>Key Strategy 2: Effective Lesson and Unit Planning</b>	<b>School Lead: Alexander, Coaches and Team Lead</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We used all of our academic data to select this strategy. The data indicated a need to deepen student understanding and engagement. As a result, it is imperative for teachers to know and understand the units that they will be teaching on a deep level. This helps with scaffolding, intervention/acceleration, PBL project planning, questioning, and assessing student learning.

**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 refine this key strategy by focusing on key questions that teachers can ask themselves in order to increase student learning and engagement during lessons.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1- Dec 31, 2024	Progress monitor the essential standards at each grade level and identify a plan to support student growth towards mastery by the end of the year.	Classroom teachers, Coaches	Time	
Nov 1- Dec 31, 2024	Look for evidence of planning for the share, discuss, and analyze phase for math. Look for evidence of planning for supporting student engagement with the task and how diverse learners will be supported during the ELA lesson.	Alexander, Coaches, Classroom Teachers	Time	
Nov 1- Dec 31, 2024	Identify classrooms with high student engagement for other teachers to observe.	Alexander and Coaches	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 1- Dec. 31, 2024	Use data collected to determine classrooms for peer observations	Identification of at least 2 classrooms for peer observations.	
Nov. 1- Dec. 31, 2024	Tracking of student progress towards mastery of essential standards in ELA and Math	Support plans for students who may need it.	

**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 2: Effective Unit and Lesson Planning**

**School Lead: Alexander,  
Coach, Team Lead**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

We used all of our academic data to select this strategy. The data indicated a need to deepen student understanding and engagement. As a result, it is imperative for teachers to know and understand the units that they will be teaching on a deep level. This helps with scaffolding, intervention/acceleration, PBL project planning, questioning, and assessing student learning.

**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 refine this key strategy by focusing on key questions that teachers can ask themselves in order to increase student learning and engagement during lessons.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 1- Mar 31, 2025	Progress monitor the essential standards at each grade level and identify a plan to support student growth towards mastery by the end of the year.	Classroom teachers, coaches	Time	
Jan 1- Mar 31, 2025	Look for evidence of planning for the share, discuss, and analyze phase for math. Look for evidence of planning for supporting student engagement with the task and how diverse learners will be supported during the ELA lesson.	Alexander, Coaches, Classroom Teachers	Time	
Jan 1- Mar 31, 2025	Identify classrooms with high student engagement for other teachers to observe.	Alexander, Coaches	Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 1- Mar 31, 2025	Use data collected to determine classrooms for peer observations	Identification of at least 2 additional classrooms for peer observations.	
Jan 1- Mar 31, 2025	Tracking of student progress towards mastery of essential standards in ELA and Math	Support plans for students who may need it.	

**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 2: Effective Unit and Lesson Planning**

**School Lead: Alexander,  
Coach, Team Lead**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

We used all of our academic data to select this strategy. The data indicated a need to deepen student understanding and engagement. As a result, it is imperative for teachers to know and understand the units that they will be teaching on a deep level. This helps with scaffolding, intervention/acceleration, PBL project planning, questioning, and assessing student learning.

**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 refine this key strategy by focusing on key questions that teachers can ask themselves in order to increase student learning and engagement during lessons.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Apr 1- May 31, 2025	Progress monitor the essential standards at each grade level and identify a plan to support student growth towards mastery by the end of the year.	Classroom teachers, Coaches		
Apr 1- May 31, 2025	Look for evidence of planning for the share, discuss, and analyze phase for math. Look for evidence of planning for supporting student engagement with the task and how diverse learners will be supported during the ELA lesson.	Alexander, Coaches, Classroom Teachers		
Apr 1- May 31, 2025	Identify classrooms with high student engagement for other teachers to observe.	Alexander, Coaches		

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 1, 2025	Use data collected to determine classrooms for peer observations	Identification of at least 2 additional classrooms for peer observations.	
May 1- Jun 21, 2025	Tracking of student progress towards mastery of essential standards in ELA and Math	Support plans for students who may need it.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**

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

<b>Key Strategy 1: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 One thing that we determined that we wanted during the Envisioning phase was student ownership of learning and promoting student voice. We also learned that our students enjoy coming to school from the student interviews. We want that to continue and we want to improve.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 One thing that we accomplished during the 2023-2024 school was the creation of our first student council. We began with 4<sup>th</sup> grade students so that we could have them be on student council for 2 years. We want to refine it by having 4<sup>th</sup> and 5<sup>th</sup> grade students and by having them help with incentives in regards to attendance and creating a sense of belonging.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Sept 1-10, 2024	Recruit staff to assist with student council planning.	Vaughn	Time and People	
Sept 20, 2024	Advertise student council positions and determine members.	Vaughn and Additional Staff	Time and People	
Sept 1-30, 2024	Schedule student council meetings and develop a plan for creating a sense of belonging and improving attendance with the student council members.	Vaughn and Additional Staff	Time and People	
Oct 1-31, 2024	Student council members will share the plan on the STEAM daily news and flyers will be sent to families.	Vaughn and Additional Staff	Time and People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 20, 2024	Student council members selected	Announcement and introduction of student council members on the news.	
Oct 31, 2024	Activities planned and advertised to students and families	At least one student activity/incentive led by the student council members.	
Oct 31, 2024	Daily attendance	90% or higher.	

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

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

<b>Key Strategy 1: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 One thing that we determined that we wanted during the Envisioning phase was student ownership of learning and promoting student voice. We also learned that our students enjoy coming to school from the student interviews. We want that to continue and we want to improve.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 One thing that we accomplished during the 2023-2024 school was the creation of our first student council. We began with 4<sup>th</sup> grade students so that we could have them be on student council for 2 years. We want to refine it by having 4<sup>th</sup> and 5<sup>th</sup> grade students and by having them help with incentives in regards to attendance and creating a sense of belonging.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1- Dec31, 2024	Continue to implement or adjust plan for creating a sense of belonging and attendance.	Vaughn and additional staff	Time, People, Budget	
Nov 1- Dec 31, 2024	Student council members will share the plan on the STEAM daily news and flyers will be sent to families.	Vaughn and additional staff	Time and People	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 1- Dec 31, 2024	Activities planned and advertised to students and families	At least one student activity/incentive led by the student council members.	
Nov 1- Dec 31, 2024	Daily Attendance	90% or higher.	

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



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

<b>Key Strategy 1: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 One thing that we determined that we wanted during the Envisioning phase was student ownership of learning and promoting student voice. We also learned that our students enjoy coming to school from the student interviews. We want that to continue and we want to improve.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 One thing that we accomplished during the 2023-2024 school was the creation of our first student council. We began with 4<sup>th</sup> grade students so that we could have them be on student council for 2 years. We want to refine it by having 4<sup>th</sup> and 5<sup>th</sup> grade students and by having them help with incentives in regards to attendance and creating a sense of belonging.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 1- Mar 31, 2025	Continue to implement or adjust plan for creating a sense of belonging and attendance.	Vaughn and additional staff	Time, People, Budget	
Jan 1- Mar 31, 2025	Student council members will share the plan on the STEAM daily news and flyers will be sent to families.	Vaughn and additional staff	Time and People	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan 1- Mar 31, 2025	Activities planned and advertised to students and families	At least one student activity/incentive led by the student council members.	
Jan 1- Mar 31, 2025	Daily Attendance	90% or higher.	

**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 1: Promoting Student Voice and Student Leadership</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 One thing that we determined that we wanted during the Envisioning phase was student ownership of learning and promoting student voice. We also learned that our students enjoy coming to school from the student interviews. We want that to continue and we want to improve.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 One thing that we accomplished during the 2023-2024 school year was the creation of our first student council. We began with 4<sup>th</sup> grade students so that we could have them be on student council for 2 years. We want to refine it by having 4<sup>th</sup> and 5<sup>th</sup> grade students and by having them help with incentives in regards to attendance and creating a sense of belonging.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 1- June 30, 2025	Continue to implement or adjust plan for creating a sense of belonging and attendance.	Vaughn and additional staff	Time, People, Budget	
Apr 1- June 30, 2025	Student council members will share the plan on the STEAM daily news and flyers will be sent to families.	Vaughn and additional staff	Time and People	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr 1- June 30, 2025	Activities planned and advertised to students and families	At least one student activity/incentive led by the student council members.	Plan and timeline for creating a sense of belonging and increasing attendance
Apr 1- June 30, 2025	Daily Attendance	90% or higher.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**

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

<b>Key Strategy 2: Staff to Student Check-ins</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student attendance and build relationships with students and their families.

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

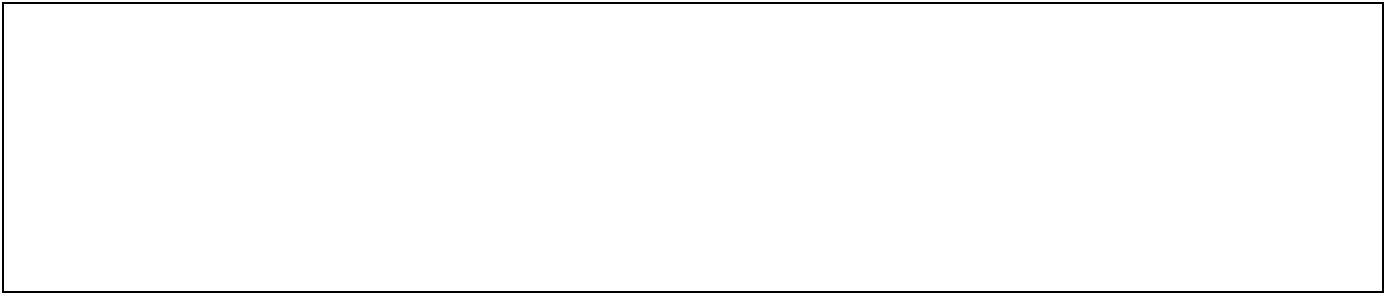
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug 31, 2024	Determine criteria for students to receive a staff check-in based on previous year’s attendance.	Newby and Dean	Time, People. Budget	
Aug 31, 2024	Determine a standardized form and process for the staff to student check-ins and determine Impact Team Members to support the work.	Newby and Dean	Time, People, Budget	
Aug 31, 2024	Develop PD on the check-in process.	Newby and Dean	Time, People, Budget	
Sept 30, 2024	Deliver PD on the check-in process to identified staff members.	Newby and Dean	Time, People	
Oct 31, 2024	Monitor implementation of student check-ins at a bi-weekly or monthly attendance meetings.	Newby and Dean	Time, People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30, 2024	Completion of PD for identified staff members	100% of staff members trained.	
Sept 15, 2024	List of students for check-ins	Every identified child has a staff member to check-in with.	
Oct 31, 2024	Increased student attendance for identified students	90% of students attending daily.	

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



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

<b>Key Strategy 2: Staff to Student Check-ins</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student attendance and build relationships with students and their families.

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

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1- Dec 31, 2024	Review student progress at attendance meetings and make adjustments where needed.	Newby, Dean, and Attendance Team	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov- Dec	Increased daily attendance	90% or more daily attendance.	
Nov1- Dec 31, 2024	Completion of student check-ins	100% of assigned check-ins completed.	

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

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

<b>Key Strategy 2: Staff to Student Check-ins</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student attendance and build relationships with students and their families.

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

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 1- Mar 31, 2025	Review student progress at attendance meetings and make adjustments where needed.	Newby, Dean, Attendance Team	Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan 1- Mar 31, 2025	Increased daily attendance	90% or more daily attendance.	
Jan 1- Mar 31, 2025	Completion of student check-ins	100% of assigned check-ins completed.	

**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 2: Staff to Student Check-ins</b>	<b>School Lead: Newby, Coach, Dean</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student attendance and build relationships with students and their families.

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

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 1- June 30, 2025	Review student progress at attendance meetings and make adjustments where needed.	Newby, Dean, Attendance Team	Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr. 1- June 30, 2025	Increased daily attendance	90% or more daily attendance.	
Apr. 1- June 30, 2025	Completion of student check-ins	100% of assigned check-ins completed.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

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

<b>Key Strategy 1: Staff to Student Check-ins</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student positive decision making and build relationships with students and their families.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We have used student check-ins this year, but there was not a standardized process. We also want to add a focus on reducing student referrals, if that is a need for the student.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug 31, 2024	Determine criteria for students to receive a staff check-in.	Tooley and Dean	Time, People. Budget	
Aug 31, 2024	Determine a standardized form and process for the staff to student check-ins.	Tooley and Dean	Time, People, Budget	
Aug 31, 2024	Develop PD on the check-in process.	Tooley and Dean	Time, People, Budget	
Sept 30, 2024	Deliver PD on the check-in process to identified staff members.	Tooley and Dean	Time, People	
Oct 1-31, 2024	Check on implementation of student check-ins at a bi-weekly or monthly student support meetings.	Tooley and Dean	Time, People	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30, 2024	Completion of PD for identified staff members	100% of staff members trained	
Sept 15, 2024	List of students for check-ins	Every identified child has a staff member to check-in with	
Oct 31, 2024	Completion of student check-ins	Increase in desired behaviors for identified students	

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



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

<b>Key Strategy 1: Staff to Student Check-ins</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 During the student interviews, every student named at least one staff member that makes them feel loved and valued and that they look forward to seeing here at school. Some students listed more than one staff member. As such, we want to use this connection to increase student positive decision making and build relationships with students and their families.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We have used student check-ins this year, but there was not a standardized process. We also want to add a focus on reducing student referrals, if that is a need for the student.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1- Dec 31, 2024	Review student progress at student support staff meetings and make adjustments where needed.	Tooley, Dean, and Student Support Team	Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 1- Dec 31, 2024	Decrease in student referrals for identified students	Increase in desired behaviors for identified students.	
Nov 1- Dec 31, 2024	Completion of student check-ins	100% of assigned check-ins completed.	

<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.

<b>Key Strategy 1: Staff to Student Check-ins</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 1- Mar 31, 2025	Review student progress at student support staff meetings and make adjustments where needed.	Tooley, Dean, and Student Support Team	Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan 1- Mar 31, 2025	Decrease in student referrals for identified students	Increase in desired behaviors for identified students	
Jan 1- Mar 31, 2025	Completion of student check-ins	100% of assigned check-ins completed.	

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

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

<b>Key Strategy 1: Staff to Student Check-ins</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 1- June 30, 2025	Review student progress at student support staff meetings and make adjustments where needed.	Tooley, Dean, and Student Support Team	Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr 1- June 30, 2025	Decrease in student referrals for identified students	Increase in desired behaviors for identified students.	
Apr 1- June 30, 2025	Completion of student check-ins	100% of assigned check-ins completed.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

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

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 After reviewing the school safety component of the Panorama Survey, there were questions where our results were unchanged from previous school years. As such, we would like to see an increase in that data, and we believe that focusing on SEL will help with this increase.

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

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug 31, 2024	Review the SEL curriculum platform in order to support teachers in their use of the platform.	Tooley and Dean	Time	
Aug 31, 2024	Plan PD for the digital platform and determine how to make sure what is being communicated in SEL is shared with all staff members.	Tooley and Dean	Time	
Sept 30, 2024	Deliver PD for the digital platform and share the monitoring of the implementation with the staff.	Tooley and Dean	Time	
Sept 30, 2024	Work with student council members to develop a plan to determine if students are applying what they are learning during SEL instruction.	Dean and Coach	Time	
Oct 31, 2024	Monitor the Second Step digital platform for implementation of the curriculum and provide support to teachers as needed.	Tooley	Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30, 2024	Completion of PD for staff	100% of classroom teachers trained.	
Sept 30, 2024	Plan developed by student council members	Plan implemented by all students and/or identified group of	
Oct 31, 2024	Second Step digital platform percentages	50% of teachers using the Second Step digital platform.	

**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.

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1- Dec 31, 2024	Monitor the Second Step digital platform for implementation of the curriculum.	Tooley	Time	
Nov 1- Dec 31, 2024	Continue to implement the plan developed by student council and/or make adjustments as needed.	Dean and Coach	Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 1- Dec 31, 2024	Plan developed by student council members	Plan implemented by all students and/or identified group of students.	
Nov 1- Dec 31, 2024	Second Step digital platform percentages	60% of teachers using the Second Step digital platform.	

**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.

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan-Mar	Monitor the Second Step digital platform for implementation of the curriculum.	Admin	Time	
Jan-Mar	Continue to implement the plan developed by student council and/or make adjustments as needed.	Dean and Coach	Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan-Mar	Plan developed by student council members	Plan implemented by all students and/or identified group of	
Jan-Mar	Second Step digital platform percentages	75% of teachers using the Second Step digital platform.	

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

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

<b>Key Strategy 2: Social Emotional Learning</b>	<b>School Lead: Tooley, Dean, Social Worker, Counselor</b>
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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.**

<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr-June	Monitor the Second Step digital platform for implementation of the curriculum.	Admin	Time	
Apr-June	Continue to implement the plan developed by student council and/or make adjustments as needed.	Dean and Coach	Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr-June	Plan developed by student council members	Plan implemented by all students and/or identified group of students.	
Apr-June	Second Step digital platform percentages	100% of teachers using the Second Step digital platform.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

## 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 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	100%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	85%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	85%	
5	It was evident that our school focused on numeracy and literacy.	95%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	85%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	85%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	85%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	80%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80%	

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	57%	70%	
2	How often are people disrespectful to others at your school? (SC1)	9%	15%	
3	How often do students get into physical fights at your school? (SC2)	48%	60%	
4	How likely is it that someone from your school will bully you online? (SC3)	65%	70%	
5	How often do you worry about violence at your school? (SC4)	48%	60%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	48%	60%	
7	How much support do the adults at your school give you? (SB2)	75%	85%	
8	Overall, how much do you feel like you belong at your school? (SB4)	78%	90%	
9	How excited would you be to have your teacher again? (TSR1)	87%	95%	
10	How respectful is your teacher towards you? (TSR4)	91%	98%	



	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 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)	83%	85%	
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%	90%	
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)	100%	100%	
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)	100%	100%	
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)	100%	100%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	67%	80%	
7	How motivating are the classroom lessons at your child's school? (SC2)	67%	80%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	83%	90%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	83%	90%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	100%	100%	

## 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>
		N/A	4/10	6/3	6/3	6/4	6/4	6/6, 6/10, 6/21, 6/26
<b>Kuricheses Alexander</b>	Principal		x	x	x	x	x	x
<b>Ashley Burke</b>	Teacher		x	x	x	x	x	x
<b>Rosemarie Stanley</b>	Teacher			x	x	x	x	x
<b>Gregory Bickett</b>	Teacher		x	x	x	x	x	
<b>Angela Billue</b>	TA		x				x	x
<b>Jade Farrell</b>	Teacher			x	x	x	x	x
<b>Kristi King</b>	Teacher				x	x	x	x
<b>Diane Schulman</b>	Teacher		x	x	x	x	x	x
<b>Dylan Gwilt</b>	Teacher		x	x	x	x	x	x
<b>Melissa Tooley</b>	Vice Principal		x		x	x	x	x
<b>Priscilla Newby</b>	Vice Principal				x	x	x	x
<b>Danielle Puusalu</b>	Parent				x			x
<b>Asia Perry</b>	Parent				x			x

## LEARNING AS A TEAM

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

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

The student interviews were used throughout the plan, but specifically for the key strategies chosen for commitments 3 and 4. Commitments 3 and 4 are on student attendance and student support. We looked at the student's answers to questions that fell in these categories to help us determine what the key strategies and corresponding action steps would be for those areas.

### 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.**