

**2025-26 School Comprehensive Education Plan (SCEP)**

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| District | School Name | Principal Name | Grades Served | Accountability Model |
| Syracuse City | Meachem | James Dow | PreK-5 | LSI |

* **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**](https://www.nysed.gov/accountability/civic-empowerment-projects) **identified: Climate Survey Inquiry Team**

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| **SCEP DEVELOPMENT TEAM** | | |
|  | *Name* | *Title / Role* |
| 1 | James Dow | Principal |
| 2 | Kevin Murphy | Vice Principal |
| 3 | Sheila Gaughan | PYP Coordinator |
| 4 | Danielle Waldon | Instructional Coach |
| 5 | Taylor Letizia | Special Ed. Teacher 12:1 |
| 6 | Morgan Wicks | 3rd Grade Teacher |
| 7 | Michael Spring | Student Support TA |
| 8 | Julia Parody | 1st Grade Teacher |
| 9 | Cameron Littlejohn | 2nd Grade Teacher |
| 10 | Lisa Skardinski | Special Ed. Consultant Teacher |
| 11 | Susan Johnson | AIS Teacher  Union Representative |
| 12 | Nadine Sansone | Social Worker |
| 13 | Rachel Cockrum | Parent |
| 14 | Tisha Everson | Parent |

[**2025-26 SCEP Guidance**](https://scsd-my.sharepoint.com/:f:/g/personal/dburto65_scsd_us/Eh7W6e9DgRlJmqkgq2NvkHQBoqQ76d3NoNLK8MwawDTIUw?e=R4k5rV)

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| **Link To Your School’s 2025-26 Professional Development Plan** | [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) |

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  + [Strategy 2](#KeyStrategy2)

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**OVERVIEW PAGE**

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| **Year-End Goals** | | |
|  | **Accountability Area** | **Specific Year-End Goals**  *Identify at least one goal for each accountability area.* |
| **1** | **ELA** |  |
| **2** | **Math** |  |
| **3** | **Attendance** |  |
| **4** | **ELP / Other** |  |
| **5** | **Graduation Rate / Other / Optional** |  |

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| **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. |

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| **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).”*

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|  | **Commitments** |  | **Key Strategies**  *(Refer to Strategy Companion Guide)* | **N-E-R** |
| **1** | This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. | **1** | 4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking | E |
| **2** | IB Primary Years Programme (IB PYP) | 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** | 2) PLC: Promoting a Collaborative Culture | E |
| **4** | School Customized |  |
|  |  |  | Family and Student Engagement with Academic Data-Academic Parent Teacher Teams (APTT) | E |
| **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** | Social Emotional Learning  Increased Implementation of 2nd Step program. | E |

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

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| **Key Strategy 4**  **Accountable Talk: Balancing the features of community, knowledge and rigorous thinking** | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Waldon |

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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 our AT walk through data and student work analysis, we concluded that our teachers need more support with the content of community, knowledge and rigorous thinking moves of AT as well as time to plan with their teams that include those moves into their lessons. |
| **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 and expanding the AT micro- sessions 4-6 with our staff. Teachers will focus on the AT moves of community, knowledge, and rigorous thinking in the planning of their lessons and reflect on the progress of using these moves by analyzing student work. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Provide Training on ILF ELA Accountable Talk modules for new teachers. Provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse. | September 2, 2025 | D. Waldon | PLT time throughout the year |  |
| Provide Accountable Talk IFL ELA refresher training during PLT time for teachers who have previously been trained in the IFL ELA accountable talk modules and provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse. Specifically, modules on community, knowledge, and rigorous thinking. Provide PD for any additional AT modules that the district is offering to staff. | September 17, 2025  October 15, 2025 | D. Waldon and ELA content liaison and demonstration teachers | PLT time throughout the year |  |
| Create and administer an AT needs survey for teachers to determine a goal and an area that they may want more support with | By September 30, 2025 | D. Waldon  J. Dow  K. Murphy | Create a survey on Forms and analyze the results. |  |
| Collect baseline accountable talk data in classrooms to assess our current state. Review the data with teachers and give them time to create an accountable talk goal based on their AT data and needs survey.  (What is your goal and what areas do you still need support with. Some ideas to consider would be  Questioning (QFT)  Purposeful planning -looking at tasks and planning out questions/conversations that feature Community, knowledge, and rigorous thinking, that build deep understanding) | By September 30, 2025 | D. Waldon  S. Gaughan  J. Dow  K. Murphy  Teachers | Create a schedule to collect baseline data and review the data with teachers to create goals during PLT time in early October |  |
| Create a walk-through schedule and complete walk throughs according to the schedule using the IFL walk through tool and provide written feedback and opportunities to meet 1:1 with teachers individually once a month to reflect on best practices and action steps | October 3, 2025 | D. Waldon  J. Dow  K. Murphy  S. Gaughan | Create a monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals |  |
| Using high level texts and tasks, teachers will collaborate and co-plan embedding AT into their lessons through the types of questions and conversations that they will have with their students (QFT). Evidence through student work which will be looked at during PLT time once a month. | Ongoing during PLT times | D. Waldon  S. Gaughan  Teachers | During PLT time teachers will plan questions into their lessons and tasks to support AT. |  |
| Analyze data trends based on walk- through data and provide differentiated coaching cycles to teachers as needed. | October 30, 2025 | D. Waldon  J. Dow  K. Murphy  s. Gaughan | Review data on school mint grow to determine next steps and/or coaching cycles for teachers. |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| October 2025 | Regularly scheduled accountable talk walk throughs will provide teachers with feedback for next steps where teachers can reflect on their goals. | 75% of classrooms will achieve at least a 3 rating on the AT indicators in the areas of community, knowledge, and rigorous thinking  providing students with multiple opportunities to have conversations with each other. Less teacher talk and more student talk. |  |
| October 2025 | Teachers will make AT goals that we will reflect and monitor the progress of during PLT time | 100% of teachers will make goals that are aligned to more student-led conversations. |  |

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| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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| **Key Strategy 1:**  Accountable Talk: Using tools to plan | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Waldon |

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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 our AT walk through data and student work analysis, we concluded that our teachers need more support with the content of community, knowledge and rigorous thinking moves of AT as well as time to plan with their teams that include those moves into their lessons. |
| **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 and expanding the AT micro- sessions 4-6 with our staff. Teachers will focus on the AT moves of community, knowledge, and rigorous thinking in the planning of their lessons and reflect on the progress of using these moves by analyzing student work. |

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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 AT goals from August-October | November 2025-December 2025 | All teachers | Faculty meeting |  |
| Provide Accountable Talk IFL ELA refresher training during PLT time for teachers who have previously been trained in the IFL ELA accountable talk modules and provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse. Specifically, modules on community, knowledge, and rigorous thinking. Provide PD for any additional AT modules that the district is offering to staff. | November 2025-December 2025 | D. Waldon and ELA content liaison and demonstration teachers | PLT time throughout the year/1 hour PD time |  |
| Using high level texts and tasks, teachers will collaborate and co-plan embedding AT into their lessons through the types of questions and conversations that they will have with their students (QFT during PLT time. | November 2025-December 2025 | D. Waldon,  S. Gaughan  Teachers | PLT time throughout the year |  |
| Looking at student work during PLT time with teachers for evidence of AT in artifacts as evidence of AT impact from classroom questions/discussions (writing tasks) | November 2025-December 2025 | D. Waldon  S. Gaughan  Teachers | PLT time throughout the year |  |
| Create a walk-through schedule and complete walk throughs according to the schedule using the IFL walk through tool and provide written feedback and opportunities to meet 1:1 with teachers individually once a month to reflect on best practices and action steps | November 2025-December 2025 | D. Waldon  J. Dow  K. Murphy  S. Gaughan | Create a monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals |  |
| Analyze data trends based on walk- through data and provide differentiated coaching cycles to teachers as needed. | November 2025-December 2025 | D. Waldon  J. Dow  K. Murphy  S. Gaughan | Review data on school mint grow to determine next steps and/or coaching cycles for teachers. |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/20/2025 | Having teachers bring evidence of student learning to PLT meetings where we can reflect and have conversations on the task that students were given to do and the product that they produced (exit tickets, student writing samples..) | 75% of classrooms will achieve at least a 3 rating on the AT indicators in the areas of community, knowledge, and rigorous thinking  providing students with multiple opportunities to have conversations with each other. Less teacher talk and more student talk.  Student work- 75% of student work will show mastery |  |
| 12/20/2025 | Teachers will continue any AT training PD’s | Teachers will attend AT PD and implement small attainable goals into their instruction.  100% of classroom teachers will attend the AT PD |  |
| 12/20/2025 | Teachers self-reflect on their goals  Teachers will share out with their team success and challenges and next steps. | Teachers will reflect on their goals and adjust the goals as needed.  100% of teachers will come up with a goal around AT and then reflect on the goal. |  |

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| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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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 our AT walk through data and student work analysis, we concluded that our teachers need more support with the content of community, knowledge and rigorous thinking moves of AT as well as time to plan with their teams that include those moves into their lessons. |
| **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 and expanding the AT micro- sessions 4-6 with our staff. Teachers will focus on the AT moves of community, knowledge, and rigorous thinking in the planning of their lessons and reflect on the progress of using these moves by analyzing student work. |

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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** |
| Reflect on AT goals from November-December | January 2026 | Admin and teachers | Faculty meeting |  |
| Provide Accountable Talk IFL ELA refresher training during PLT time for teachers who have previously been trained in the IFL ELA accountable talk modules and provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse. Specifically, modules on community, knowledge, and rigorous thinking. Provide PD for any additional AT modules that the district is offering to staff. | January 2026-March 2026 | D. Waldon and ELA content liaison and demonstration teachers | PLT time throughout the year/1 hour PD time |  |
| Using high level texts and tasks, teachers will collaborate and co-plan embedding AT into their lessons through the types of questions and conversations that they will have with their students (QFT during PLT time. | January 2026-Marh 2026 | D. Waldon,  S. Gaughan  Teachers | PLT time throughout the year |  |
| Looking at student work during PLT time with teachers for evidence of AT in artifacts as evidence of AT impact from classroom questions/discussions (writing tasks) | January 2026-March 2026 | D. Waldon  S. Gaughan  Teachers | PLT time throughout the year |  |
| Collect mid-year AT data to determine current state of AT. Review the data with teachers and give them time to create an accountable talk goal based on their AT data and needs survey.  (What is your goal and what areas do you still need support with. Some ideas to consider would be  Questioning (QFT)  Purposeful planning -looking at tasks and planning out questions/conversations that feature Community, knowledge, and rigorous thinking, that build deep understanding) | January 2026 | D. Waldon  S. Gaughan  J. Dow  K. Murphy  Teachers | Create a schedule to collect baseline data and review the data with teachers to create goals during PLT time in early October |  |
| Create a walk-through schedule and complete walk throughs according to the schedule using the IFL walk through tool and provide written feedback and opportunities to meet 1:1 with teachers individually once a month to reflect on best practices and action steps | January 2026-March 2026 | D. Waldon  J. Dow  K. Murphy  S. Gaughan | Create a monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals |  |
| Analyze data trends based on walk- through data and provide differentiated coaching cycles to teachers as needed. | January 2026-March 2026 | D. Waldon  J. Dow  K. Murphy  s. Gaughan | Review data on school mint grow to determine next steps and/or coaching cycles for teachers. |  |
| Small group of teachers (3 or 4) participate in peer driven cycles with coach where teachers collaboratively plan lessons together, teach (live or through video) and collaborate to discuss the impact of student learning and next steps. | February 2026-March 2026 | D. Waldon  Teachers | Peer cycles with colleagues during PLT time discuss practices around AT in action |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/30/2026 | Doing regularly scheduled accountable talk walk throughs will provide teachers with feedback for next steps | Teachers will take their feedback and come up with attainable action steps/goals that they want to work on.  - 100% of teachers will make goals for the quarter to work on.  -75% of classrooms will achieve at least a 3 rating on the AT indicators in the areas of community, knowledge, and rigorous thinking  providing students with multiple opportunities to have conversations with each other. Less teacher talk and more student talk. |  |
| 3/30/2026 | Having teachers bring evidence of student learning to PLT meetings where we can reflect and have conversations on the task that students were given to do and the product that they produced. | Student work- 75% of student work will show mastery |  |

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| **Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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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 our AT walk through data and student work analysis, we concluded that our teachers need more support with the content of community, knowledge and rigorous thinking moves of AT as well as time to plan with their teams that include those moves into their lessons. |
| **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 and expanding the AT micro- sessions 4-6 with our staff. Teachers will focus on the AT moves of community, knowledge, and rigorous thinking in the planning of their lessons and reflect on the progress of using these moves by analyzing student work. |

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| **IMPLEMENTATION PLAN (APRIL – JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Reflect on At goals from January-March | April 2026 | Admin and teachers | Faculty meeting |  |
| Provide Accountable Talk IFL ELA refresher training during PLT time for teachers who have previously been trained in the IFL ELA accountable talk modules and provide teachers with the resources and tools from IFL (Institute for Learning) on accountable talk moves and functions to support student-to student discourse. Specifically, modules on community, knowledge, and rigorous thinking. Provide PD for any additional AT modules that the district is offering to staff. | April 2026-June 2026 | D. Waldon and ELA content liaisons | PLT time throughout the year/1 hour PD time |  |
| Using high level texts and tasks, teachers will collaborate and co-plan embedding AT into their lessons through the types of questions and conversations that they will have with their students (QFT during PLT time. | April 2026-June 2026 | D. Waldon,  S. Gaughan  Teachers | PLT time throughout the year |  |
| Looking at student work during PLT time with teachers for evidence of AT in artifacts as evidence of AT impact from classroom questions/discussions (writing tasks) | April 2026-June 2026 | D. Waldon  S. Gaughan  Teachers | PLT time throughout the year |  |
| Create a walk-through schedule and complete walk throughs according to the schedule using the IFL walk through tool and provide written feedback and opportunities to meet 1:1 with teachers individually once a month to reflect on best practices and action steps | April 2026-June 2026 | D. Waldon  J. Dow  K. Murphy  S. Gaughan | Create a monthly walk-through schedule and provide feedback to teachers on school mint grow on the progress of their goals |  |
| Analyze data trends based on walk- through data and provide differentiated coaching cycles to teachers as needed. | April 2026-June 2026 | D. Waldon  J. Dow  K. Murphy  s. Gaughan | Review data on school mint grow to determine next steps and/or coaching cycles for teachers. |  |
| Small group of teachers (3 or 4) participate in peer driven cycles with coach where teachers collaboratively plan lessons together, teach (live or through video) and collaborate to discuss the impact of student learning and next steps. | February 2026-March 2026 | D. Waldon  Teachers | Peer cycles with colleagues during PLT time discuss practices around AT in action |  |
| Collect EOY accountable talk data in classrooms. Review the data along with EOY Dibels, NWEA, and CER data (in grades 3-5) to see if there is a correlation between increased meaningful student discourse and increased academic achievement with teachers and give them time to reflect on their data and goals for the year. | June 2026 | D. Waldon  J. Dow  K. Murphy  s. Gaughan | Create a schedule to collect baseline data and review the data with teachers to create goals during PLT time in early October |  |
| EOY celebration and goal setting for 2025-26.  Integrate Accountable Talk into 2026-27 SCEP | June 2026 | D. Waldon  S. Gaughan  J. Dow  K. Murphy  SLT members  Teachers | SECP planning with SLT to reflect on accountable talk goals and next steps for the 2026-2027 school year. |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/20/2026 | Doing regularly scheduled accountable talk walk throughs will provide teachers with feedback for next steps | Teachers will take their feedback and come up with attainable action steps/goals that they want to work on.  - 100% of teachers will make goals for the quarter to work on.  -75% of classrooms will achieve at least a 3 rating on the AT indicators in the areas of community, knowledge, and rigorous thinking  providing students with multiple opportunities to have conversations with each other. Less teacher talk and more student talk. |  |
| 6/20/2026 | Having teachers bring evidence of student learning to PLT meetings where we can reflect and have conversations on the task that students were given to do and the product that they produced. | Student work- 80% of student work will show mastery |  |
| 6/20/2026 | EOY data collection for accountable talk. We will also review the NWEA, Dibels and CER data in grades 3-5 to see if there to see if there is correlation between increased meaningful student discourse and increased academic achievement with teachers and give them time to reflect on their data and goals for the year. | 80% increase in student growth NWEA, Dibels, and CER from fall baseline 2025 data. |  |

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| **Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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| **Key Strategy 2:**  IB Primary Years Programme (IB PYP) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Gaughan |

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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.***  The continued integration of the IB Primary Years Programme at Meachem acts as an indicator to shift priority to transdisciplinary unit planning and lesson planning. Based on our walk-through tool and feedback from our IB PYP consultant a focus will be on creating success criteria and monitoring students' progress. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  This year the focus will be to develop success criteria and questioning based on NYS Standards within our unit and lesson planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Staff Opening/Welcoming Presentation   * Review schoolwide IB status and next steps. * POI review for all staff * Next steps highlighted with focus on success criteria, learning walls, questioning, and exhibition plan | September 1st days with staff | Admin and Ms. Gaughan | People, time, materials |  |
| Review our current Programme of Inquiry (POI) that was developed in the 2023- 2024 and 2024- 2025 school years. | August 2025 | S. Gaughan, D. Waldon, Admin, teachers, staff | People, time |  |
| Create I can statement and success criteria for units based on standards | August 2025 -  October 2025 | S. Gaughan, D. Waldon, teachers, Admin | People, time, PD |  |
| Use walk-through schedule to complete provide written feedback at least once a month to individual teachers | August 2025 – October 2025 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| After each unit taught reflect on unit and success criteria to focus planning for future teaching of the theme | September 2025 – October 2025 | S. Gaughan, D. Waldon, teachers | Time |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| August – October 2025 | Reflection of first unit and evidence of success criteria  100% of grade levels will document reflection on first unit of student and create success criteria for upcoming unit | Using evidence of teaching to reflect on unit and any changes that need to take place  Evaluate evidence of learning for next steps  80% of teachers will meet identified success criteria |  |
| August – October 2025 | Unpack each unit 2 weeks prior to teaching will be completed by 100% of teams during vertical meetings | Set success criteria and questioning to provide for a deeper understanding of the standards  100% of teaching staff will participate and set criteria and review unit |  |

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| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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| **Key Strategy 2:**  IB Primary Years Programme (IB PYP) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Gaughan |

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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.***  The continued integration of the IB Primary Years Programme at Meachem acts as an indicator to shift priority to transdisciplinary unit planning and lesson planning. Based on our walk-through tool and feedback from our IB PYP consultant a focus will be on creating success criteria and monitoring students' progress. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  This year the focus will be to develop success criteria and questioning based on NYS Standards within our unit and lesson planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. |

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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** |
| Create I can statement and success criteria for units based on standards | November – December 2025 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| Use walk-through schedule to provide written feedback at least once a month to 100% of teachers | November – December 2025 | S. Gaughan, D. Waldon, teachers, Admin | Time, people |  |
| After each unit taught reflect on unit and success criteria to focus planning for future teaching of the theme 100% of the time | November – December 2025 | S. Gaughan, D. Waldon, teachers | Time |  |
| Create learning walls with engagement from students, using tools provided from PD with Jess Vance for each unit taught 100% of the time | November – December 2025 | S. Gaughan, D. Waldon, classroom teachers | Time, resources/materials |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| Nov -  Dec  2025 | Reflection of unit and evidence of success criteria will be completed by 100% of teaching teams. | Using evidence of teaching to reflect on unit and any changes that need to take place  Evaluate evidence of learning for next steps  80% of teachers will meet identified success criteria |  |
| Nov -  Dec  2025 | Unpack each unit 2 weeks prior to teaching will be completed by 100% of teaching teams | Set success criteria and questioning to provide for a deeper understanding of the standards  100% of teaching staff will participate and set criteria and review unit |  |
| Nov -  Dec  2025 | Professional Development, as needed provided during vertical team meetings, PD hour will be determined based on walk throughs and teacher feedback | Build knowledge of the PYP and inquiry for teachers  100% teacher attendance and engagement. |  |
| Nov -  Dec  2025 | Using PD provided from Jess Vance create a learning space in room to make thinking visible by 100% of teaching teams | Teachers will provide a space that incorporates the PYP principles and students learning to make thinking visible  100% of teachers will have a space visible |  |

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| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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| **Key Strategy 2:**  IB Primary Years Programme (IB PYP) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Gaughan |

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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.***  The continued integration of the IB Primary Years Programme at Meachem acts as an indicator to shift priority to transdisciplinary unit planning and lesson planning. Based on our walk-through tool and feedback from our IB PYP consultant a focus will be on creating success criteria and monitoring students' progress. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  This year the focus will be to develop success criteria and questioning based on NYS Standards within our unit and lesson planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. |

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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** |
| Create I can statement and success criteria for units based on standards | January – March 2026 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| Use walk-through schedule to complete provide written feedback at least once a month to individual teachers | January – March 2026 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| After each unit taught reflect on unit and success criteria to focus planning for future teaching of the theme | January – March 2026 | S. Gaughan, D. Waldon, teachers | Time |  |
| Create learning walls with engagement from students, using tools provided from PD with Jess Vance | January – March 2026 | S. Gaughan, D. Waldon, classroom teachers | Time, resources/materials |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| January – March 2026 | Reflection of unit and evidence of success criteria will be completed by 100% of the teaching teams | Using evidence of teaching to reflect on unit and any changes that need to take place  Evaluate evidence of learning for next steps  80% of teachers will meet identified success criteria |  |
| January – March 2026 | Unpack each unit 2 weeks prior to teaching will be completed by 100% of the teaching teams | Set success criteria and questioning to provide for a deeper understanding of the standards  100% of teaching staff will participate and set criteria and review unit |  |
| January- March 2026 | Professional Development, as needed provided during vertical team meetings, PD hour based on teacher feedback and walk throughs | Build knowledge of the PYP and inquiry for teachers  100% teacher attendance and engagement. |  |
| January – March 2026 | Using PD provided from Jess Vance create a learning space in room to make thinking visible in 100% of the classrooms | Teachers will provide a space that incorporates the PYP principles and students learning to make thinking visible  100% of teachers will have a space visible |  |

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| **Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan** |
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| **Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. |

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| **Key Strategy 2:**  IB Primary Years Programme (IB PYP) | **PD Plan Link:** | **School Lead:**  Ms. Gaughan |

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| **What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.***  The continued integration of the IB Primary Years Programme at Meachem acts as an indicator to shift priority to transdisciplinary unit planning and lesson planning. Based on our walk-through tool and feedback from our IB PYP consultant a focus will be on creating success criteria and monitoring students' progress. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  This year the focus will be to develop success criteria and questioning based on NYS Standards within our unit and lesson planning. Unit planning helps to develop a school-wide program of inquiry that aligns with the PYP’s themes. |

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| **IMPLEMENTATION PLAN (APRIL – JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Create I can statement and success criteria for units based on standards | April – June 2026 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| Use walk-through schedule to complete provide written feedback at least once a month to individual teachers | April – June 2026 | S. Gaughan, D. Waldon, teachers, Admin | Time |  |
| After each unit taught reflect on unit and success criteria to focus planning for future teaching of the theme | April – June 2026 | S. Gaughan, D. Waldon, teachers | Time, people |  |
| Create learning walls with engagement from students, using tools provided from PD with Jess Vance | April – June 2026 | S. Gaughan, D. Waldon, classroom teachers | Time, resources/materials |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| April – June 2026 | Reflection of unit and evidence of success criteria for new unit will be completed by 100% of the teaching teams | Using evidence of teaching to reflect on unit and any changes that need to take place  Evaluate evidence of learning for next steps  80% of teachers will meet identified success criteria |  |
| April – June 2026 | Unpack each unit 2 weeks prior to teaching will be completed by 100% of teaching teams | Set success criteria and questioning to provide for a deeper understanding of the standards  100% of teaching staff will participate and set criteria and review unit |  |
| April – June 2026 | Professional Development, as needed provided during vertical team meetings, PD hour based on teacher feedback, as necessary | Build knowledge of the PYP and inquiry for teachers  100% teacher attendance and engagement. |  |
| April – June 2026 | Using PD provided from Jess Vance create a learning space in room to make thinking visible will be completed by 100% of teaching teams | Teachers will provide a space that incorporates the PYP principles and students learning to make thinking visible  100% of teachers will have a space visible |  |

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| **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. |

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| **Key Strategy 3:**  PLC: Promoting a Collaborative Culture | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Waldon |

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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 concluded throughout reflection of our NWEA, Dibels, and NYS data that we need to prioritize collaborative planning time to create a space where teams are collaborating around student data, co-planning lessons together, and looking at student work to determine next steps for instruction. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The PLC process was implemented in 2023-24 with 4 question strategies. We plan to build/refine on this practice for more effectiveness resulting in academic growth for all our students. Last year our coaches led most of the meetings, this year our team leads will be taking more of the ownership role this year and leading the work with the rest of their teams. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Review and clarification of mission, vision, values, and goals with the staff | Staff PD Day in August | J. Dow  K Murphy | Review at the start of each faculty meeting |  |
| Building wide collective commitment activity | Staff PD Day in August | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Activity and materials provided by L. Hulbert from solution tree |  |
| Explanation- agenda template, norms, accountability tool, decision making tool, team roles | Staff PD in August | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Building developed materials and materials from solution tree |  |
| Teams- develop norms, accountability tool, decision tool and assign team roles. | September 15 | Team leads | By the end of the first collaborative meeting days these will be completed |  |
| Modeling Phase- Agenda templates developed by admin and coaches, and team collaboration meetings modeled by admin and coaches (team readiness will determine differentiation of responsibility). Collaborative meetings will consist of focusing on the 4 PLC questions and in the areas of unit and lesson planning, coming up with common assessments and looking at the data to determine next steps, and interventions for students who need additional support. | September 2-October 30th | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Gradual release model. Admin and coaches will model with teams for the first quarter. |  |
| Teacher leader training. Building the capacity of the teacher leaders | September -October (one monthly meeting throughout the year) | L. Hulbert-solution tree  J.Dow  K. Murphy  D. Waldon  S. Gaughan | L. Hulbert’s first onsite visit will be meeting with the team leaders. Admin and coaches will do follow- up meetings with the teachers leaders. |  |
| Execute Kindergarten Dibels progress monitoring and PLC data analysis | Monthly | Teachers  D. Waldon | PLC time, Dibels probes |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 10/30/2025 | Completed and aligned agenda templates (admin and coaches will be modeling expected behavior in this phase) | Norms, accountability tool, and roles being used in the collaborative meetings.  100% of grade level teams engaged with PLC process. |  |
| 10/30/2025 | October: We will have baseline data from walk-throughs | 100% of teachers implementing interventions strategies determined in PLC’s. |  |
| 10/20/2025 | Student work data analysis during PLT time | 80% of student work will be identified as being mastered.  . |  |
| 10/30/2025 | Phoneme segmentation fluency | 80% of kindergartners will achieve benchmark goals |  |

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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. |

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| **Key Strategy 3:**  PLC: Promoting a Collaborative Culture | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Waldon |

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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 concluded throughout reflection of our NWEA, Dibels, and NYS data that we need to prioritize collaborative planning time to create a space where teams are collaborating around student data, co-planning lessons together, and looking at student work to determine next steps for instruction. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The PLC process was implemented in 2023-24 with 4 question strategies. We plan to build/refine on this practice for more effectiveness resulting in academic growth for all our students. Last year our coaches led most of the meetings, this year our team leads will be taking more of the ownership role this year and leading the work with the rest of their teams. |

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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** |
| Review the mission, vision, values, and goals at each faculty meeting. Each team lead will share a celebration for their team (academic or team focus) | Monthly faculty meetings | J. Dow | Admin will review at the beginning of each of the faculty meetings |  |
| Gradual release phase- Agenda templates developed by admin and coaches, and team collaboration meetings are led by team leads (team readiness will determine differentiation of responsibility). Admin and coaches will be there to observe and only support as needed. Collaborative meetings will consist of focusing on the 4 PLC questions and in the areas of unit and lesson planning, coming up with common assessments and looking at the data to determine next steps, and interventions for students who need additional support. | November1-December 22 | J. Dow  K. Murphy  D. Waldon  S. Gaughan  Team Leads | Gradual release model. Admin and coaches will prepare the agendas. Team leads will lead the meetings with support from admin and coaches. |  |
| Teacher leader training. Building the capacity of the teacher leaders. | Monthly – November -December | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Admin and coaches will lead monthly meetings with the team leads to build capacity around collaborative meetings. |  |
| Execute Kindergarten Dibels progress monitoring and PLC data analysis | Monthly | Teachers  D. Waldon | PLC time, Dibels probes |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/20/2025 | Use of the 4 Question data protocol throughout PLCS | -All Essential standards identified  PLC meetings using 4 question Data Protocols  -100% of our students show academic growth on common assessments. |  |
| 12/20/2025 | Administrative data meetings | 100% of teachers meet with administrators to reflect on data and discuss interventions to be implemented. |  |
| 12/20/2025 | Student work data analysis during PLT time | 80% of student work will be identified as being mastered |  |
| 12/20/2025 | Phoneme segmentation fluency | 80% of Kindergartners will achieve benchmark goals |  |

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| **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. |

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| **Key Strategy 3:**  PLC: Promoting a Collaborative Culture | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Waldon |

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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 concluded throughout reflection of our NWEA, Dibels, and NYS data that we need to prioritize collaborative planning time to create a space where teams are collaborating around student data, co-planning lessons together, and looking at student work to determine next steps for instruction. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The PLC process was implemented in 2023-24 with 4 question strategies. We plan to build/refine on this practice for more effectiveness resulting in academic growth for all our students. Last year our coaches led most of the meetings, this year our team leads will be taking more of the ownership role this year and leading the work with the rest of their teams. |

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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** |
| Review the mission, vision, values, and goals at each faculty meeting. Each team lead will share a celebration for their team (academic or team focus) | Monthly faculty meetings January 6-March 30th | J. Dow | Review at each monthly faculty meeting |  |
| Gradual release phase- Agenda templates developed by teams and teacher leaders (this is where we want to decide when the agendas are going to be sent to admin and coaches for review) and team collaboration meetings are led by team leads (team readiness will determine differentiation of responsibility). Admin and coaches will be there to observe and only support as needed. Collaborative meetings will consist of focusing on the 4 PLC questions and in the areas of unit and lesson planning, coming up with common assessments and looking at the data to determine next steps, and interventions for students who need additional support. | January 1-March 30 | J. Dow  K. Murphy  D. Waldon  S. Gaughan  Team leads  Teachers | Gradual release model. In this phase, the team leads and teachers will come up with the agenda and the team leads will lead the meetings with support from admin and coaches |  |
| Teacher leader training. Building the capacity of the teacher leaders. | January 1-March 30-monthly | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Admin and coaches will lead monthly meetings with the team leads to build capacity around collaborative meetings |  |
| Teams are going to do a mid-year team check in. They will complete a survey (to see what needs to be adjusted, team roles shift/change, team needs are identified). | January 30 | Team leads  Teachers  J. Dow  K. Murphy  D. Waldon  S. Gaughan | Team leads administer the survey. At the team leader meeting we will look at the surveys to develop next steps |  |
| Execute Kindergarten Dibels progress monitoring and PLC data analysis | Monthly | Teachers  D. Waldon | PLC time, Dibels probes |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/31/2025 | Progress monitoring for NWEA, DIBELS, and common assessments. | 100% of students complete assessments.  100% of students show academic growth |  |
| 3/31/2025 | Administrative data meetings | 100% of teachers meet with administrators to reflect on data and discuss interventions to be implemented. |  |
| 3/31/2025 | Student work data analysis during PLT time | 80% of student work will be identified as being mastered |  |
| 3/31/2025 | Use of the 4 Question data protocol throughout PLCS | -All Essential standards identified  PLC meetings using 4 question Data Protocols  -100% of our students show academic growth on common assessments. |  |
| 3/31/2025 | Nonsense word fluency (CLS and WRC) | 80% of Kindergartners will achieve benchmark goals |  |

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| **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. |

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| **Key Strategy 3:**  PLC: Promoting a Collaborative Culture | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Waldon |

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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 concluded throughout reflection of our NWEA, Dibels, and NYS data that we need to prioritize collaborative planning time to create a space where teams are collaborating around student data, co-planning lessons together, and looking at student work to determine next steps for instruction. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The PLC process was implemented in 2023-24 with 4 question strategies. We plan to build/refine on this practice for more effectiveness resulting in academic growth for all our students. Last year our coaches led most of the meetings, this year our team leads will be taking more of the ownership role this year and leading the work with the rest of their teams. |

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| **IMPLEMENTATION PLAN (APRIL – JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Review the mission, vision, values, and goals at each faculty meeting. Each team lead will share a celebration for their team (academic or team focus) | April-June Faculty meetings | J. Dow | Review at each monthly faculty meeting |  |
| Team Leaders will lead meetings. Teams will develop Agenda templates, and team collaboration meetings are led by team leads (team readiness will determine differentiation of responsibility). Admin and coaches are available if needed. Collaborative meetings will consist of focusing on the 4 PLC questions and in the areas of unit and lesson planning, coming up with common assessments and looking at the data to determine next steps, and interventions for students who need additional support | April 1-June 20 | Team leads  Teachers  J. Dow  K. Murphy  D. Waldon  S. Gaughan | Gradual release model. In this phase, the team leads and teachers will come up with the agenda and the team leads will lead the meetings with support from admin and coaches |  |
| Teacher leader training. Building the capacity of the teacher leaders. | April 1-June 20 monthly | J. Dow  K. Murphy  D. Waldon  S. Gaughan | Admin and coaches will lead monthly meetings with the team leads to build capacity around collaborative meetings |  |
| Execute Kindergarten Dibels progress monitoring and PLC data analysis | Monthly | Teachers  D. Waldon | PL times, Dibels probes |  |
| Teams are going to do an end of year team check-in. They will complete a survey. As a team they will decide their team's next steps. | June 20 | Team leads  Teachers  J. Dow  K. Murphy  D. Waldon  S. Gaughan | Team leads administer the survey. |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/20/2025 | Use of the 4 Question data protocol throughout PLCS | -All Essential standards identified  PLC meetings using 4 question Data Protocols  -100% of our students show academic growth on common assessments. |  |
| 6/20/2025 | Student work data analysis during PLT time | 80% of student work will be identified as being mastered |  |
| 6/20/2025 | Progress monitoring for NWEA, DIBELS, and common assessments. | 100% of students complete assessments.  100% of students show academic growth |  |
| 6/20/2025 | Nonsense word fluency (CLS and NWF) | 80% of Kindergartners will achieve benchmark goals |  |

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| **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. |

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| **Key Strategy 4:**  Family and Student Engagement with Academic Data  Academic Parent Teacher Teams (APTT) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Mr. Murphy |

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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 have seen growth in our literacy and numeracy data. Continuing to develop/refine our process of data collection and providing families and students more opportunities to work with that data and set personal goals will allow us to keep moving in a positive direction. * Giving students/families agency to work on the goals that they set will provide an ownership that should propel them forward. * We have seen 10% more growth for the students whose families participate in the APTT programs, than their peers who do not. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  We need to increase the participation levels of the APTT program. We cannot have viable Academic Parent Teacher Teams, without the participation of the families. We must do more to attract families, sell the program, and increase participation. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Establish a calendar of events for Academic Parent Teacher Teams | 8/15/2025 | Administration | time |  |
| Establish a student data binder protocol for each grade level that is consistent from class to class and grade to grade. | 8/15/2025 | PLT | People, materials |  |
| Create data template to send home weekly with homework to provide information and consistent language for parents to see and monitor their student’s progress. | 8/15/2025 | Dow/Murphy/Gaughan/ Waldon | Time, materials |  |
| Create budget for planning, materials, and extension of service for teachers participating in APTT. | 8/15/2025 | Dow/Murphy | budget |  |
| Set baseline goals for each student for Dibels and NWEA (ELA/Math) | 9/19/2025 | Teachers | PD |  |
| Conference with students to establish/communicate goals for the 25-26 school year. | 9/19/2025 | Teachers | time |  |
| Implement a unified data binder tracking system and tools for: students to set goals, track their progress, reflect, increase ownership of learning. | 9/19/2025 | Teachers | time |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 9/30/25 | Dow/Murphy | time |  |
| Create PowerPoint presentation for Curriculum night to present APTT to parents. | 10/1/2025 | Dow/Murphy | time |  |
| Complete Dibels and NWEA assessments | 10/1/2025 | Teachers | time |  |
| Collect work packets for home use. | 10/10/2025 | Murphy | materials |  |
| Send flyers/invitations home announcing Curriculum Night/APTT | 10/10/2025 | Admin/ Teachers | materials |  |
| Send robo-call providing information for Curriculum Night/APTT | 10/10/2025 | Dow | time |  |
| Teacher initiated calls/messages home confirming Curriculum Night/APTT. | 10/10/2025 | Teachers | time |  |
| Build student specific folders with “masked” graphs for each family to use at home with their child. | 10/10/2025 | Murphy | materials |  |
| Host the first APTT and educate families about the process and goals. | 10/15/2025 | Admin/ Teachers | time |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 10/31/2025 | Dow/Murphy | time |  |
| Flyers/invitations sent home announcing parent/teacher conferences. | 10/31/2025 | Admin/ Teachers | materials |  |
| Robo-call providing information for parent/teacher conferences | 10/31/2025 | Dow | time |  |
| Teacher initiated calls/messages home confirming parent/teacher conferences. | 10/31/2025 | Teachers | time |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 9/30/2025 | Data binder tracking system | 100% of classrooms using the system |  |
| 10/31/2025 | Data binder tracking system | 85% of students making progress towards previously set goals. |  |
| 10/31/2025 | Parent/Teacher conference sign-ups | Documented communication with 100% of families |  |

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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. |

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| **Key Strategy 4:**  Family and Student Engagement with Academic Data  Academic Parent Teacher Teams (APTT) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Mr. Murphy |

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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 have seen growth in our literacy and numeracy data. Continuing to develop/refine our process of data collection and providing families and students more opportunities to work with that data and set personal goals will allow us to keep moving in a positive direction. * Giving students/families agency to work on the goals that they set will provide an ownership that should propel them forward. * We have seen 10% more growth for the students whose families participate in the APTT programs, than their peers who do not. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  We need to increase the participation levels of the APTT program. We cannot have viable Academic Parent Teacher Teams, without the participation of the families. We must do more to attract families, sell the program, and increase participation. |

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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** |
| Hold pre-assessment student data conferences to review prior performance and set goals for new testing. | 11/14/2025 | Dow/Murphy | time/PD |  |
| Complete Dibels and NWEA assessments progress monitoring | 11/28/2025 | teachers | time |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 12/5/2025 | Dow/Murphy | time |  |
| Collect work packets for home use. | 12/5/2025 | Murphy | materials |  |
| Build student specific folders with “masked” graphs for each family to use at home with their child. | 12/5/2025 | Murphy | materials |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 12/5/2025 | Dow/Murphy | time |  |
| Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break. | 12/5/2025 | Admin/ Teachers | materials |  |
| Robo-call providing information for Academic Parent Teacher Team night | 12/5/2025 | Dow | time |  |
| Teacher initiated calls/messages home confirming Academic Parent Teacher Team night. | 12/5/2025 | Teachers | time |  |
| Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home. | 12/12/2025 | Staff | Budget, time, materials |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/19/2025 | Data binder tracking system | 100% of classrooms using the system |  |
| 12/19/2025 | Data binder tracking system | 85% of students making progress towards previously set goals. |  |
| 12/19/2025 | Academic Parent Teacher Team sign-ups | Documented communication with 100% of families |  |
| 12/19/2025 | Academic Parent Teacher Team night | Attended by 50% of families at each grade level. |  |

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| **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. |

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| **Key Strategy 4:**  Family and Student Engagement with Academic Data  Academic Parent Teacher Teams (APTT) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Mr. Murphy |

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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 have seen growth in our literacy and numeracy data. Continuing to develop/refine our process of data collection and providing families and students more opportunities to work with that data and set personal goals will allow us to keep moving in a positive direction. * Giving students/families agency to work on the goals that they set will provide an ownership that should propel them forward. * We have seen 10% more growth for the students whose families participate in the APTT programs, than their peers who do not. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  We need to increase the participation levels of the APTT program. We cannot have viable Academic Parent Teacher Teams, without the participation of the families. We must do more to attract families, sell the program, and increase participation. |

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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** |
| Hold pre-assessment student data conferences to review prior performance and set goals for new testing. | 1/16/2026 | Dow/Murphy | time/PD |  |
| Complete Dibels and NWEA assessments progress monitoring | 1/23/2026 | teachers | time |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 1/30/2026 | Dow/Murphy | time |  |
| Collect work packets for home use. | 2/6/2026 | Murphy | materials |  |
| Build student specific folders with “masked” graphs for each family to use at home with their child. | 2/6/2026 | Murphy | materials |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 2/6/2026 | Dow/Murphy | time |  |
| Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break. | 2/6/2026 | Admin/ Teachers | materials |  |
| Robo-call providing information for Academic Parent Teacher Team night | 2/6/2026 | Dow | time |  |
| Teacher initiated calls/messages home confirming Academic Parent Teacher Team night. | 2/6/2026 | Teachers | time |  |
| Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home. | 2/13/2026 | Staff | Budget, time, materials |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 2/13/2026 | Data binder tracking system | 100% of classrooms using the system |  |
| 2/13/2026 | Data binder tracking system | 85% of students making progress towards previously set goals. |  |
| 2/13/2026 | Academic Parent Teacher Team sign-ups | Documented communication with 100% of families |  |
| 2/13/2026 | Academic Parent Teacher Team night | Attended by 50% of families at each grade level. |  |

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| **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. |

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| **Key Strategy 4:**  Family and Student Engagement with Academic Data  Academic Parent Teacher Teams (APTT) | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Mr. Murphy |

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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 have seen growth in our literacy and numeracy data. Continuing to develop/refine our process of data collection and providing families and students more opportunities to work with that data and set personal goals will allow us to keep moving in a positive direction. * Giving students/families agency to work on the goals that they set will provide an ownership that should propel them forward. * We have seen 10% more growth for the students whose families participate in the APTT programs, than their peers who do not. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  We need to increase the participation levels of the APTT program. We cannot have viable Academic Parent Teacher Teams, without the participation of the families. We must do more to attract families, sell the program, and increase participation. |

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| **IMPLEMENTATION PLAN (APRIL – JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Hold pre-assessment student data conferences to review prior performance and set goals for new testing. | 3/13/2026 | Dow/Murphy | time/PD |  |
| Complete Dibels and NWEA assessments progress monitoring | 3/31/2026 | teachers | time |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 3/31/26 | Dow/Murphy | time |  |
| Collect work packets for home use. | 4/3/2026 | Murphy | materials |  |
| Build student specific folders with “masked” graphs for each family to use at home with their child. | 4/3/2026 | Murphy | materials |  |
| Hold data conferences with teachers to check on the usage of the unified data binder tracking system and student progress. | 4/3/2026 | Dow/Murphy | time |  |
| Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break. | 4/3/2026 | Admin/ Teachers | materials |  |
| Robo-call providing information for Academic Parent Teacher Team night | 4/3/2026 | Dow | time |  |
| Teacher initiated calls/messages home confirming Academic Parent Teacher Team night. | 4/3/2026 | Teachers | time |  |
| Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to learn materials and set new goals for student progress and time working at home. | 4/10/2026 | Staff | Budget, time, materials |  |
| Flyers/invitations sent home announcing Academic Parent Teacher Team night and packets for break. | 6/5/2026 | Admin/ Teachers | materials |  |
| Robo-call providing information for Academic Parent Teacher Team night | 6/5/2026 | Dow | time |  |
| Teacher initiated calls/messages home confirming Academic Parent Teacher Team night. | 6/5/2026 | Teachers | time |  |
| Host evening Academic Parent Teacher Team night where parents interact with teacher and each other to celebrate the good work and positive gains of their students. | 6/12/2026 | Staff/Families | Budget, time, materials |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/12/2026 | Data binder tracking system | 100% of classrooms using the system |  |
| 6/12/2026 | Data binder tracking system | 85% of students making progress towards previously set goals. |  |
| 6/12/2026 | Academic Parent Teacher Team sign-ups | Documented communication with 100% of families |  |
| 6/12/2026 | Academic Parent Teacher Team night | Attended by 75% of families at each grade level. |  |

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| **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. |

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| **Key Strategy 5:**  Implementing an Effective Attendance Team | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Sansone |

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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.***   * After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year. Our attendance index have improved as follows during the last 3 years 2022-23= 120, 2023-24= 144, and 2024-25= 166. An index of 166 is a level 2 on the scale. We will work to improve to level 3. * Our goal of 90% overall attendance, our attendance for the 2024-2025 year was \_\_\_ . * We need to improve the work of our attendance team and coordinate our efforts to increase/improve student voice and leadership with strategies to further reduce our number of chronically absent students and increase our overall attendance rate to our new goal for 2025-2026 school year of 91%. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**   * The attendance team plans to add more family engagement by sending postcards or certificates to families whose children have great attendance and the families who we have seen huge improvements. We also plan to add a raffle basket on parent teacher conference day. If the family's child is non chronic, they get a ticket. 1 per child. * For our Tier 2 incentive, a letter will be going home with the child explaining what the incentive is and why we want the student to be in school for 10 consecutive days. * To promote student voice, we will use our PYP ambassador's ideas to help increase attendance and with attendance incentives. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Formulate an attendance team,   * What day/time, how often do we meet? * What is each person’s role? * Who will input the data? How will we use the data to shape our work? * Who are our community members and when do we utilize them? * Establish goals! | 8/1/2025 | Dow  Murphy  Sansone  Archie  Rau  Spring | Time, people |  |
| Identify chronically absent students from 24-25 school year | 8/2/2025 | Sansone | Time |  |
| Send letters to each family telling them what the absentee level is and explaining the importance of daily attendance | 8/15/2025 | Archie  Spring | Time |  |
| Parent contact is made to each family that was chronic last year and ensure they have bus information. | 8/28/2025 | Rau  Archie  Sansone | Time |  |
| Attendance team will meet on the first day of school and outreach to students/families who were not present. | 9/3/2025 | Rau  Archie  Sansone | Time |  |
| Attendance incentive will begin the first day of school. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over. | 9/5/2025 | Sansone | Time, Budget |  |
| Home visits will be done to families who we have not heard from or seen the first 3 days of school. | 9/5/2025 | Rau  Archie  Sansone | Time |  |
| Attendance incentives will be reviewed with students during our first Monday Morning meaning. | 9/8/2025 | Sansone  Rau | Time |  |
| Flyer goes home with all students reviewing importance of attendance and each incentive we will do throughout the year | 9/8/2025 | Archie | Time |  |
| Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement. | 9/30/2025 | Archie  Spring | Time |  |
| Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support. | 9/8/2025 | Dow  Murphy  Sansone  Rau  Spring  Archie | Time |  |
| During morning meeting assembly, 1 student will receive a Meachem Water bottle for coming to school everyday the following week. | 9/8/2025 | Sansone | Budget |  |
| Attendance team will create an incentive with each student who is at risk for being chronic | 9/8/2025 | Sansone  Archie  Rau | Time, Budget |  |
| Attendance team member will go around during lunch to give a prize to students that did not miss a day this month. | 10/1/2025 | Rau  Sansone  Spring | Time, Budget |  |
| Raffle basket bought and flyer gone home to families explaining what it is and how they will get a ticket. | 10/1/2025 | Rau  Archie  Sansone | Budget |  |
| PYP ambassadors will be interviewed and chosen. While working with our students, they will have the choice to help with any attendance incentive throughout the year. Students will be asked ways they think could help increase Meachem’s attendance and we will use their ideas. | 10/1/2025 | Dow  Sansone  Gaughen | Time |  |
| Meachem Newsletter will have a section on attendance written by Sansone and a student. Student will be able to share their voice on attendance. | 10/1/2025 | Sansone | Time, People |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 9/3/2025 | Parent contact for all previous chronically absent students. | 100% contact made. |  |
| 9/5/2025 | Home visits, phone calls, mailed letters and incentives made our attendance 91% or higher  (Last year's week 1 of school 92.83%) | Our attendance percentage is above 91% for the first week of school. |  |

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| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
| Reflections/Next Steps: Incentive for families  Recognition for families that are no longer chronic  Align recognition and incentive to next APTT event (Communications and promotion- social media, robo-calls) |

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

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| **Key Strategy 5:**  Implementing an Effective Attendance Team | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Sansone |

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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.***   * After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year. Our attendance index have improved as follows during the last 3 years 2022-23= 120, 2023-24= 144, and 2024-25= 166. An index of 166 is a level 2 on the scale. We will work to improve to level 3. * Our goal of 90% overall attendance, our attendance for the 2024-2025 year was \_\_\_ . * We need to improve the work of our attendance team and coordinate our efforts to increase/improve student voice and leadership with strategies to further reduce our number of chronically absent students and increase our overall attendance rate to our new goal for 2025-2026 school year of 91%. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**   * The attendance team plans to add more family engagement by sending postcards or certificates to families whose children have great attendance and the families who we have seen huge improvements. We also plan to add a raffle basket on parent teacher conference day. If the family's child is non chronic, they get a ticket. 1 per child. * For our Tier 2 incentive, a letter will be going home with the child explaining what the incentive is and why we want the student to be in school for 10 consecutive days. * To promote student voice, we will use our PYP ambassador's ideas to help increase attendance and with attendance incentives. |

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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** |
| Meachem Trolley will be presented to the students during Monday Morning assembly and will be going out that week. | 11/3/25 | Sansone | Budget |  |
| Attendance team member will go around during lunch to give prize to students that did not miss a day this month. | 11/1/25  12/1/25 | Rau  Sansone  Spring | Budget, time |  |
| The attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support. | 11/1/2025 | Dow  Murphy  Spring  Sansone  Rau  Archie | Time |  |
| During morning meeting assembly, 1 student will receive a Meachem Water bottle for coming to school every day the following week. | 11/1/2025 | Sansone | Budget |  |
| Attendance team will create an incentive with each student who is at risk for being chronic | 11/1/2025 | Archie  Rau  Sansone | Time, Budget |  |
| Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement. This will be documented in school tool under each student’s attendance tab. | 11/1/2025  12/1/2025 | Archie  Spring | Time |  |
| Attendance incentive will begin the first day of school. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over. | 11/1/2025  12/1/2025 | Sansone | Time, Budget |  |
| Tier ll incentive will begin to help decrease our chronic absentees | 11/1/2025 | Rau | TIme, Budget |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 11/1/2025 | Parent contact for all previous chronically absent students. | All contact is made |  |
| 11/1/2025 | Home visits, phone calls, mailed letters and incentives made our attendance 91% or higher | Our attendance is 91% |  |

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| **Notes/Reflections/Potential Adjustments to Inform January – March 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. |

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| **Key Strategy 5:**  Implementing an Effective Attendance Team | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Sansone |

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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.***   * After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year. Our attendance index have improved as follows during the last 3 years 2022-23= 120, 2023-24= 144, and 2024-25= 166. An index of 166 is a level 2 on the scale. We will work to improve to level 3. * Our goal of 90% overall attendance, our attendance for the 2024-2025 year was \_\_\_ . * We need to improve the work of our attendance team and coordinate our efforts to increase/improve student voice and leadership with strategies to further reduce our number of chronically absent students and increase our overall attendance rate to our new goal for 2025-2026 school year of 91%. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**   * The attendance team plans to add more family engagement by sending postcards or certificates to families whose children have great attendance and the families who we have seen huge improvements. We also plan to add a raffle basket on parent teacher conference day. If the family's child is non chronic, they get a ticket. 1 per child. * For our Tier 2 incentive, a letter will be going home with the child explaining what the incentive is and why we want the student to be in school for 10 consecutive days. * To promote student voice, we will use our PYP ambassador's ideas to help increase attendance and with attendance incentives. |

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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** |
| The attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support. | 1/5/2026 | Sansone  Dow  Murphy  Rau  Spring  Archie | Time |  |
| During morning meeting assembly, 1 student will receive a Meachem Water bottle for coming to school every day the following week. | 1/5/2026 | Sansone | Budget |  |
| Attendance team will create an incentive with each student who is at risk for being chronic | 1/5/2026 | Rau  Sansone  Archie | Time, Budget |  |
| Tier ll incentive will begin to help decrease our chronic absentees | 1/5/2026 | Rau | Time, Budget |  |
| Attendance team member will go around during lunch to give prize to students that did not miss a day this month. | 1/5/2026 | Sansone  Spring  Rau | Time, Budget |  |
| Attendance incentive will begin the first day of school. Each class who has 90% or higher each day will be noted. The top 2 classes who receive the most will win a prize once the month is over. | 1/5/2026 | Sansone | Time, Budget |  |
| Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement. | 1/5/2026 | Archie | Time |  |
| Attendance incentive letter will be sent home reviewing all of our attendance letters to families. | 1/5/2026 | Archie | Time |  |
| Meachem Trolley will go out once a month to all students. | 1/5/2026 | Sansone  Rau  Gleason | Time, Budget, People |  |
| 100th day of school. Once students have reached 100 days of school, they will receive a certificate during Monday morning meeting. | 2/15/2026 | Sansone | Time |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 1/5/2025 | Parent contact for all previous chronically absent students. | All contact is made |  |
| 1/5/2025 | Home visits, phone calls, mailed letters and incentives made our attendance 91% or higher | Our attendance is 91% or above |  |

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| **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. |

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| **Key Strategy 5:**  Implementing an Effective Attendance Team | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:**  Ms. Sansone |

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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.***   * After the attendance team and SLT looked at Meachem attendance data and met with our SCSD Attendance Coordinator, we see that the data has improved each school year. Our attendance index have improved as follows during the last 3 years 2022-23= 120, 2023-24= 144, and 2024-25= 166. An index of 166 is a level 2 on the scale. We will work to improve to level 3. * Our goal of 90% overall attendance, our attendance for the 2024-2025 year was \_\_\_ . * We need to improve the work of our attendance team and coordinate our efforts to increase/improve student voice and leadership with strategies to further reduce our number of chronically absent students and increase our overall attendance rate to our new goal for 2025-2026 school year of 91%. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**   * The attendance team plans to add more family engagement by sending postcards or certificates to families whose children have great attendance and the families who we have seen huge improvements. We also plan to add a raffle basket on parent teacher conference day. If the family's child is non chronic, they get a ticket. 1 per child. * For our Tier 2 incentive, a letter will be going home with the child explaining what the incentive is and why we want the student to be in school for 10 consecutive days. * To promote student voice, we will use our PYP ambassador's ideas to help increase attendance and with attendance incentives. |

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| **IMPLEMENTATION PLAN (APRIL – JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Attendance team will meet weekly to review data; what is working to help increase attendance and what students/families need more support. | 4/1/2026 | Sansone  Rau  Dow  Murphy  Archie | Time |  |
| During morning meeting assembly, 1 student will receive a Meachem Water bottle for coming to school every day the following week. | 4/1/2026 | Sansone | Budget |  |
| Attendance team will create an incentive with each student who is at risk for being chronic | 4/1/2026 | Rau  Archie  Sansone | Time, Budget |  |
| Tier ll incentive will begin to help decrease our chronic absentees | 4/1/2026 | Rau | Time, Budget |  |
| Attendance team member will go around during lunch to give prize to students that did not miss a day this month. | 4/1/2026 | Sansone  Spring  Rau | Time, Budget |  |
| Attendance letter will be sent home to all students on the last day of the month explaining their absences and providing strategies for improvement. | 4/1/2026 | Archie  Spring | Time |  |
| Student interview with 2 students per grade regarding attendance, belonging, safety, etc. | 5/15/2026 | Spring  Sansone | Time |  |
| Students who have perfect attendance for 2025-2026 school year will go to McDonalds to celebrate. | 6/1/2026 | Sansone | Time, Budget |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 4/1/2026 | Parent contact for all previous chronically absent students. | All contact is made |  |
| 4/1/2026 | Home visits, phone calls, mailed letters and incentives made our attendance 91% or higher | Attendance is 91% or above |  |

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| **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. |

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| **Key Strategy 6:**  Social Emotional Learning: Increased Implementation of Second Step Program | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead: Kevin Murphy** |

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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 our needs assessment (Student discipline data, referral data, SSC data, OSS/ISS data, staff feedback, and student interview responses) We have determined that a Tier 1 SEL effort is necessary for improvement with the overall culture and climate. * The Second Step Elementary digital program is a research-based, Tier 1 SEL program for Kindergarten through Grade 5. The classroom-based lessons and activities are designed to strengthen students’ social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy. * Upon review of Meachem’s Second Step data, 19% of the classes were set up and therefore, limited lessons were documented in the kindergarten through 5th grade. The Equity School Climate team (ESCT) and the School Leadership Team (SLT) believe that implementing this type of tier 1 SEL program will address some of the points of emphasis from our Panorama and student interview data. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The Second Step Elementary digital program is not new to the SCSD, however, it has been implemented with limited consistency at Meachem Elementary. Professional Development, a defined schedule of lessons, and documented follow through will be a large step forward of this key strategy. |

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| **IMPLEMENTATION PLAN (AUGUST – OCTOBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Create classes in the Second Step Digital Program to provide teachers access to the full program of lessons and allow for tracking of usage. | 8/1/2025 | Murphy/Rau | Time |  |
| Complete the Second Step Program Training modules in order to have a strong understanding of the program and ability to turn-key the information to staff. | 8/15/2025 | Murphy/Rau | Time, PD |  |
| Create a schedule of lessons to be delivered by teachers during the period of September-October. | 8/20/2025 | Murphy/Rau | Time |  |
| Provide professional development to staff on how to access Second Step lessons and implement them in their classrooms. | 8/29-9/3/2025 | Murphy/Rau | Time, PD |  |
| Implement scheduled lessons in classrooms. | September 2025 | Teachers | People, Time |  |
| Monitor lesson implementation data provided by the Second Step program. | 9/30/2025 | Murphy/Dow | time |  |
| Implement scheduled lessons in classrooms. | October 2025 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 10/31/2025 | Murphy/Dow | time |  |

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| **PROGRESS MONITORING (AUGUST – OCTOBER)**  ***Implementation/Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 10/31/25 | Digital classes set up for teachers and students | 100% of students will be connected to 2nd Step accounts and classes set up for usage. |  |
| 10/31/25 | Implementation data that shows consistent usage across classrooms. | 100% of PK-5 classrooms are implementing SEL lessons through 2nd Step. |  |
| 10/31/25 | Number of student discipline referrals | Reduce number of student discipline referrals by 10% compared to 1st quarter in 2024-25 |  |

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| **Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan** |
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| **Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student’s needs. |

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| **Key Strategy 6:**  Social Emotional Learning: Increased Implementation of Second Step Program | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead:** Kevin Murphy |

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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 our needs assessment (Student discipline data, referral data, SSC data, OSS/ISS data, staff feedback, and student interview responses) We have determined that a Tier 1 SEL effort is necessary for improvement with the overall culture and climate. * The Second Step Elementary digital program is a research-based, Tier 1 SEL program for Kindergarten through Grade 5. The classroom-based lessons and activities are designed to strengthen students’ social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy. * Upon review of Meachem’s Second Step data, 19% of the classes were set up and therefore, limited lessons were documented in the kindergarten through 5th grade. The Equity School Climate team (ESCT) and the School Leadership Team (SLT) believe that implementing this type of tier 1 SEL program will address some of the points of emphasis from our Panorama and student interview data. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The Second Step Elementary digital program is not new to the SCSD, however, it has been implemented with limited consistency at Meachem Elementary. Professional Development, a defined schedule of lessons, and documented follow through will be a large step forward of this key strategy. |

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| **IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Implement scheduled lessons in classrooms. | November 2025 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 11/30/2025 | Murphy/Dow | time |  |
| Implement scheduled lessons in classrooms. | December 2025 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 12/20/2025 | Murphy/Dow | time |  |

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| **PROGRESS MONITORING (NOVEMBER – DECEMBER)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 12/20/25 | Implementation data that shows consistent usage across classrooms. | 100% of PK-5 classrooms implementing SEL lessons through 2nd Step. |  |
| 12/20/25 | Number of student discipline referrals | Reduce number of student discipline referrals by 20% compared to 2nd quarter in 2024-25 |  |

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| **Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan** |
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| **Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student’s needs. |

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| **Key Strategy 6:**  Social Emotional Learning: Increased Implementation of Second Step Program | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead: Kevin Murphy** |

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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 our needs assessment (Student discipline data, referral data, SSC data, OSS/ISS data, staff feedback, and student interview responses) We have determined that a Tier 1 SEL effort is necessary for improvement with the overall culture and climate. * The Second Step Elementary digital program is a research-based, Tier 1 SEL program for Kindergarten through Grade 5. The classroom-based lessons and activities are designed to strengthen students’ social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy. * Upon review of Meachem’s Second Step data, 19% of the classes were set up and therefore, limited lessons were documented in the kindergarten through 5th grade. The Equity School Climate team (ESCT) and the School Leadership Team (SLT) believe that implementing this type of tier 1 SEL program will address some of the points of emphasis from our Panorama and student interview data. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The Second Step Elementary digital program is not new to the SCSD, however, it has been implemented with limited consistency at Meachem Elementary. Professional Development, a defined schedule of lessons, and documented follow through will be a large step forward of this key strategy. |

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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** |
| Implement scheduled lessons in classrooms. | January 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Provide students with a mid-year survey mirroring the Panorama survey questions to see if the Second Step program is helping students with emotional management, impulse control, problem-solving, and empathy. | 1/31/2026 | Murphy/Dow/Rau | Time, Microsoft forms |  |
| Monitor lesson implementation data provided by the Second Step program. | 1/31/2026 | Murphy/Dow | time |  |
| Implement scheduled lessons in classrooms. | February 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 2/28/2026 | Murphy/Dow | time |  |
| Implement scheduled lessons in classrooms. | March 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 3/28/2026 | Murphy/Dow | time |  |

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| **PROGRESS MONITORING (JANUARY – MARCH)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 3/28/2026 | Implementation data that shows consistent usage across classrooms. | 100% of PK-5 classrooms implementing SEL lessons through 2nd Step. |  |
| 1/31/2026 | Survey question results from mid-year “Panorama” style survey | Increase in positive responses to questions about perceptions of student respect and belonging at school. |  |
| 1/31/26 | Number of student discipline referrals | Reduce number of student discipline referrals by 25% compared to 3rd quarter in 2024-25 |  |

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| **Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan** |
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| **Student Supports Commitment:** This school is committed to aligning and maximizing resources to serve and impact each student’s needs. |

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| **Key Strategy 6:**  Social Emotional Learning: Increased Implementation of Second Step Program | **PD Plan Link:**  [**SY2526 PD PLAN [Meachem]**](https://scsd-my.sharepoint.com/:x:/g/personal/dburto65_scsd_us/ERdiVNVmVmNFgCGYgMrhcrMBbkVm4jb_dWSob4KLdBJ0Iw?e=KGTqHI) | **School Lead: Kevin Murphy** |

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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 our needs assessment (Student discipline data, referral data, SSC data, OSS/ISS data, staff feedback, and student interview responses) We have determined that a Tier 1 SEL effort is necessary for improvement with the overall culture and climate. * The Second Step Elementary digital program is a research-based, Tier 1 SEL program for Kindergarten through Grade 5. The classroom-based lessons and activities are designed to strengthen students’ social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy. * Upon review of Meachem’s Second Step data, 19% of the classes were set up and therefore, limited lessons were documented in the kindergarten through 5th grade. The Equity School Climate team (ESCT) and the School Leadership Team (SLT) believe that implementing this type of tier 1 SEL program will address some of the points of emphasis from our Panorama and student interview data. |
| **If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  The Second Step Elementary digital program is not new to the SCSD, however, it has been implemented with limited consistency at Meachem Elementary. Professional Development, a defined schedule of lessons, and documented follow through will be a large step forward of this key strategy. |

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| **IMPLEMENTATION PLAN (APRIL– JUNE)** | | | | |
| **Essential Action Steps**  **(Begin with a verb)** | **Timeline** | **Person(s) Responsible** | **Resource Alignment**  **(*PD, Budget*, People, Time, etc.)** | **P** |
| Implement scheduled lessons in classrooms. | April 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 4/30/2026 | Murphy/Dow | time |  |
| Implement scheduled lessons in classrooms. | May 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 5/30/2026 | Murphy/Dow | time |  |
| Provide students with Spring Panorama survey and monitor results vs previous years results. | 5/30/2026 | Equity School Climate Team | time |  |
| Implement scheduled lessons in classrooms. | June 2026 | Teachers | People, Time |  |
| Use time during Staff meeting and Staff PD time to share implementation data and review and unpack Second Step lessons for teachers. | 1st and 3rd Wednesday | Murphy/Rau | Time, PD |  |
| Monitor lesson implementation data provided by the Second Step program. | 6/26/2026 | Murphy/Dow | time |  |

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| **PROGRESS MONITORING (APRIL – JUNE)**  ***Outcome Data*** | | | |
| **Date** | **Progress Indicators** | **What do we hope to see?** | **What we actually saw:** |
| 6/26/2026 | Implementation data that shows consistent usage across classrooms. | 100% of PK-5 classrooms implementing SEL lessons through 2nd Step. |  |
| 5/30/2026 | Survey question results from Spring Panorama survey | Increase in positive responses to questions about perceptions of student respect and belonging at school. |  |
| 6/26/26 | Number of student discipline referrals | Reduce number of student discipline referrals by 30% compared to 2024-25 school year. |  |

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| **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.*

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|  | **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. | -Strongly Agree: 32%  -Agree: 59%  -Disagree: 8%  -Strongly Disagree: 0% | Increase Favorable response from 91% to 95% (Strongly Agree/Agree) | Favorable Response: % |
| 2 | This year, the school’s SLT continually focused on and monitored the school’s SCEP. | -Strongly Agree: 22%  -Agree: 57%  -Disagree: 19%  -Strongly Disagree: 3% | Increase Favorable response from 79% to 90% (Strongly Agree/Agree) | Favorable Response: % |
| 3 | It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills. | -Strongly Agree: 22%  -Agree: 54%  -Disagree: 19%  -Strongly Disagree: 5% | Increase Favorable response from 76% to 88% (Strongly Agree/Agree) | Favorable Response: % |
| 4 | The school’s strategies related to critical thinking and reasoning had a positive impact on student learning. | -Strongly Agree: 22%  -Agree: 76%  -Disagree: 3%  -Strongly Disagree: 0% | Increase Favorable response from 98% to 100% (Strongly Agree/Agree) | Favorable Response: % |
| 5 | It was evident that our school focused on numeracy and literacy. | -Strongly Agree: 38%  -Agree: 59%  -Disagree: 3%  -Strongly Disagree: 0% | Increase Favorable response from 97% to 100% (Strongly Agree/Agree) | Favorable Response: % |
| 6 | The school’s strategies related to numeracy and literacy had a positive impact on student learning. | -Strongly Agree: 14%  -Agree: 78%  -Disagree: 8%  -Strongly Disagree: 0% | Increase Favorable response from 92% to 95% (Strongly Agree/Agree) | Favorable Response: % |
| 7 | It was evident that our school focused on students feeling a sense of belonging and daily school attendance. | -Strongly Agree: 30%  -Agree: 65%  -Disagree: 5%  -Strongly Disagree: 0% | Increase Favorable response from 95% to 100% (Strongly Agree/Agree) | Favorable Response: % |
| 8 | The school’s strategies related to sense of belonging and student attendance had a positive impact. | -Strongly Agree: 22%  -Agree: 65%  -Disagree: 14%  -Strongly Disagree: 0% | Increase Favorable response from 87% to 92% (Strongly Agree/Agree) | Favorable Response: % |
| 9 | It was evident that our school attempted to align and maximize resources to serve each student’s needs. | -Strongly Agree: 16%  -Agree: 54%  -Disagree: 30%  -Strongly Disagree: 0% | Increase Favorable response from 70% to 85% (Strongly Agree/Agree) | Favorable Response: % |
| 10 | The school’s strategies related to aligning and maximizing resources for each student’s needs had a positive impact. | -Strongly Agree: 14%  -Agree: 65%  -Disagree: 22%  -Strongly Disagree: 0% | Increase Favorable response from 79% to 88% (Strongly Agree/Agree) | Favorable Response: % |

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|  | **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) | 52% responded favorably | 65% favorable | Favorable Response: % |
| 2 | How often are people disrespectful to others at your school? (SC1) | 29% responded favorably | 45% favorable | Favorable Response: % |
| 3 | How often do students get into physical fights at your school? (SC2) | 48% responded favorably | 60% favorable | Favorable Response: % |
| 4 | How likely is it that someone from your school will bully you online? (SC3) | 79% responded favorably | 85% favorable | Favorable Response: % |
| 5 | How often do you worry about violence at your school? (SC4) | 47% responded favorably | 60% favorable | Favorable Response: % |
| 6 | If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5) | 56% responded favorably | 70% favorable | Favorable Response: % |
| 7 | How much support do the adults at your school give you? (SB2) | 75% responded favorably | 80% favorable | Favorable Response: % |
| 8 | Overall, how much do you feel like you belong at your school? (SB4) | 52% responded favorably | 65% favorable | Favorable Response: % |
| 9 | How excited would you be to have your teacher again? (TSR1) | 59% responded favorably | 70% favorable | Favorable Response: % |
| 10 | How respectful is your teacher towards you? (TSR4) | 76% responded favorably | 85% favorable | Favorable Response: % |

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|  | **Family Survey Questions**  (From Spring Climate Survey) | **2024-25**  **Results** | **2025-26 Desired Results** | **Actual**  **Results** |
| 1 | How big of a problem is the following issue for becoming involved with your child’s current school: The school provides little information about involvement opportunities? (BE7) | N/A | 75% favorable | Favorable Response: % |
| 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) | N/A | 75% favorable | Favorable Response: % |
| 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) | N/A | 75% favorable | Favorable Response: % |
| 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) | N/A | 75% favorable | Favorable Response: % |
| 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) | N/A | 75% favorable | Favorable Response: % |
| 6 | To what extent do you think that children enjoy going to your child’s school? (SC1) | 76% responded favorably | 82% favorable | Favorable Response: % |
| 7 | How motivating are the classroom lessons at your child’s school? (SC2) | 71% responded favorably | 80% favorable | Favorable Response: % |
| 8 | How well do administrators at your child’s school create a school environment that helps children learn? (SC5) | 74% responded favorably | 82% favorable | Favorable Response: % |
| 9 | Overall, how much respect do you think the children at your child’s school have for the staff? (SC6) | 79% responded favorably | 85% favorable | Favorable Response: % |
| 10 | Overall, how much respect do you think the teachers at your child’s school have for the children? (SC7) | 79% responded favorably | 85% favorable | Favorable Response: % |

**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](%20http://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](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#align) |  |
| [Community Schools](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#community) |  |
| [Elementary School Looping](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#looping) |  |
| [Establish an Early Warning Intervention and Monitoring System](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#early-warning) |  |
| [Evidence-Based Instructional Methods](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#evidence-based) |  |
| [Expanding access to high-quality Out-of-School-Time programs](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#expanding) |  |
| [High-Quality Instructional Materials](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#hq-instructional) |  |
| [High-Quality Tutoring](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#hq-tutoring) |  |
| [Incoming Student Induction Programs and Summer Bridge Programs](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#incoming) |  |
| [Instructional Coaching](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#coaching) | X |
| [Middle School Flexible Scheduling](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#ms-flexible) |  |
| [Multi-Tiered System of Supports – Integrated (MTSS-I)](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#mtss) | X |
| [Ongoing Job-Embedded Professional Development](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#ongoing) | X |
| [Principal Leadership Development](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#leadership) |  |
| [Professional Learning Communities](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#plc) | X |
| [Restorative Practices](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#restorative) | X |

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| **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.*

|  |  |  |  |  |  |  |  |  |
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| Name | Role | Orientation to School Teams  (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect, Synthesize and Plan | Plan Writing and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2, 5/9, 5/16* |
| James Dow | Principal | 5/21 | 5/14, 5/21 | 5/14, 6/3 | 5/14, 6/3 |  | 6/10, 6/12 | 6/13, 6/17 |
| Kevin Murphy | Vice Principal |  | 5/14, 5/21 | 5/14, 6/3 | 5/14, 6/3 |  | 6/10, 6/12 | 6/13, 6/17 |
| Danielle Waldon | D. Waldon |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 | 6/13, 6/17 |
| Sheila Gaughan | PYP Coordinator |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 | 6/13, 6/17 |
| Taylor Letizia | Special Ed. Teacher 12:1 |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Morgan Wicks | 3rd Grade Teacher |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Michael Spring | Student Support TA |  | 5/14, 5/21 |  | 5/14, 6/3 | 6/5 | 6/10, 6/12 |  |
| Cameron Littlejohn | 2nd Grade Teacher |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Lisa Skardinski | Special Ed. CT Kindergarten/STA Representative |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Julia Parody | 1st Grade Teacher |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Susan Johnson | AIS Teacher |  | 5/14, 5/21 | 5/14, 6/3 |  |  | 6/10, 6/12 |  |
| Nadine Sansone | Social Worker |  | 5/14, 5/21 |  | 5/14, 6/3 | 6/5 | 6/10, 6/12 | 6/13, 6/17 |
| Rachel Cockrum | Parent |  | 6/5 |  | 6/5 |  | 6/5 |  |
| Tisha Everson | Parent |  | 6/5 |  | 6/5 |  | 6/5 |  |

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| **LEARNING AS A TEAM** |

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

**Student Interviews**

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| Describe how the Student Interview process informed the team’s plan. |
| Our ISS TA and School Social Worker organized resources to lead interviews with a wide representation of students. (i.e. multiple grade levels, general ed/special ed., gender, race, discipline date, etc.) The questions utilized for the student interviews were determined based on the Panorama Student Survey Spring 2025 results-areas in most need of improvement for school culture/climate. The results from the student interviews were reviewed by the School Leadership Team and had an influence with the action steps for our key strategies (Further our growth and Implementation of an Effective Attendance Team, Family and Student Engagement with Academic Data-Academic Parent Teacher Teams, and SEL: Second Step Implementation) |

***Schools in the ATSI and TSI model only***

**Subgroup Spotlight**

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| --- |
| 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. |
|  |

**TO BE COMPLETED ONLY BY SCHOOLS IN THE CSI, ATSI, OR TSI SUPPORT MODEL**

2025-26 School Improvement Grant Expenditure Plan

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Syracuse City School District |  |  |

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. ***Instructional Key Strategies identified through the SCEP***
2. ***Non-Instructional Key Strategies identified through the SCEP***
3. ***Plan Monitoring***
4. ***Plan Development expenses for 2026-27***

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Key Strategy Implementation

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| **KEY STRATEGY 1** |  |

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

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| **KEY STRATEGY 2** |  |

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

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| **KEY STRATEGY 3** |  |

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

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| **KEY STRATEGY 4** |  |

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

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| **KEY STRATEGY 5** |  |

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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

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| **KEY STRATEGY 6** |  |

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
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| --- | --- |
| **TOTAL AMOUNT FOR THIS KEY STRATEGY** |  |

Plan Monitoring Expenses

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| --- | --- | --- | --- |
| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|  | Plan Monitoring |  |  |
|  | Plan Monitoring |  |  |
|  | Plan Monitoring |  |  |
|  | Plan Monitoring |  |  |
|  | Plan Monitoring |  |  |

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| --- | --- |
| **TOTAL AMOUNT FOR PLAN MONITORING** |  |

2026-27 Plan Development Expenses

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| Expense | Evidence-Based Intervention Category | Budget Code | Full Cost |
|  | Plan Development |  |  |
|  | Plan Development |  |  |
|  | Plan Development |  |  |
|  | Plan Development |  |  |
|  | Plan Development |  |  |

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| **TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT** |  |