![New York State Education Department — Knowledge ⟩ Skill ⟩ Opportunity — NYSED.gov]

2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Salem Hyde	Rebecca Groat	PK-6	TSI

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

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

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

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

SCEP DEVELOPMENT TEAM		
	Name	*Title / Role*
1	Rebecca Groat	Principal
2	Morgan Chylinski	Instructional Coach, SLT Member
3	Sabrina Myers	Teacher, Chief Union Rep, SLT Member
4	Jenn Deinhart	PLC Coach, Solution Tree
5	Daniela Klamm	Teacher, ELA Content Liaison
6	Charina Johnson-Turner	Vice Principal
7	Melissa Hidek	Assistant Social Worker, Family Engagement, SLT Member
8	Johnna Ball	Social Worker
9	Kendrick Martin	School Counselor
10	Michelle Saroney	Math AIS, Math Content Liaison
11	Renee Valerino	DEB Lead, SLT Member, Teacher
12	Gretchen Majors	Psychologist/Special Education Liaison
13	Melinda Pienkowski	Teacher/Social Studies Content Liaison
14	Corinthia Kotlar	Parent/ELL Teacher/SLT Member
15	Gabriel Mayfield	Parent/SLT Member
16	Bernadette Rushing	Teacher/SLT Member

2025-26 SCEP Guidance

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

Table of Contents – Bookmark Links

OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies *(Refer to Strategy Companion Guide)*	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	**1**	2) Accountable Talk: Using Tools to Plan	R
		2	Formative Assessment Practices	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	**3**	3) PLC: Monitoring to Promote Effectiveness	R
		4	Tier I or Tier II Intervention Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**	Promoting Student Voice & Student Leadership	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**	Multi-Tiered System of Supports (MTSS)	N

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

Key Strategy 1: Accountable Talk: Using Tools to Plan	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Saroney/Klamm

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.*
Walkthroughs showed basic student discourse and a need for more rigorous questioning from teachers to encourage more engagement and rich discussions. During the Envision activity, staff expressed that an ideal classroom features student-led discussions, with rigor supported by the principles of Accountable Talk.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will improve the strategy by analyzing lessons more closely to create questions that promote discussion and enhance student understanding.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Create a tool/checklist for teachers to use to teach the expectations of establishing Salem Hyde Norms of Discussion (using Accountable Talk poster for support and guidance).	July 24	Coach & PLC Coach	Time	🟥
Collaborate and co-plan the integration of Accountable Talk in a specific content area around questioning using Accountable Talk tools (Accountability to Community).	October 30	Grade level teams	Time SIG Budget- Team planning	🟥
Gather and examine school-wide data related to planning questions that encourage in-depth discussions in classrooms (evidence in lesson plan).	October 30	Coach PLC Coach Administration Grade Level Teams	Time	🟥
Create walkthrough tool that includes all of our SCEP key strategies.	August 30	Administration Instructional Coach	Time	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 31	Lesson Plan Review	75% of teachers' lesson plans/unit outlines have evidence of preplanned Accountable Talk Moves	
Sept	Accountable Talk Walkthrough to Establish Baseline	Accountable Talk strategies implemented in 50% of classrooms	

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

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

Key Strategy 1: Accountable Talk: Using Tools to Plan	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Saroney/Klamm

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.*
Walkthroughs showed basic student discourse and a need for more rigorous questioning from teachers to encourage more engagement and rich discussions. During the Envision activity, staff expressed that an ideal classroom features student-led discussions, with rigor supported by the principles of Accountable Talk.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will improve the strategy by analyzing lessons more closely to create questions that promote discussion and enhance student understanding.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaborate and co-plan the integration of Accountable Talk in a specific content area around questioning using Accountable Talk tools (Accountability to Knowledge).	December 18	Grade level teams	Time SIG Budget- Team planning	🟥
Gather and examine school-wide data related to planning questions that encourage in-depth discussions in classrooms (walkthroughs).	December 18	Coach PLC Coach Administration Grade Level Teams	Time	🟥
Provide professional development on Accountable Talk and include planning time for teams to incorporate into unit lesson plans.	December 13			🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Dec 31	Accountable Talk Walkthroughs- Focus on Community and Knowledge	75% of classrooms with evidence of Accountable Talk	
Dec 13	Staff attendance at Accountable Talk PD	100% of Unit 1 staff will attend Accountable Talk PD and have input AT strategies into lesson plans	
Dec 14	DIBELS benchmark K-2 Counting Data, K-2	Progress monitoring indicates a 7% decrease in students in the intensive range from the Fall 2024 data	

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

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

Key Strategy 1: Accountable Talk: Using Tools to Plan	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Saroney/Klamm

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.*
Walkthroughs showed basic student discourse and a need for more rigorous questioning from teachers to encourage more engagement and rich discussions. During the Envision activity, staff expressed that an ideal classroom features student-led discussions, with rigor supported by the principles of Accountable Talk.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will improve the strategy by analyzing lessons more closely to create questions that promote discussion and enhance student understanding.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Celebrate the working practices and continue to integrate strategies around Accountable Talk during planning and more consistently use the strategies that lead to high levels of learning and academic gains (Accountability to Rigorous Learning).	January 29	Coach Grade Level Teams	Time SIG Budget- Team planning	■
Gather and examine school-wide data related to planning questions that encourage in-depth discussions in classrooms (instructional rounds or walkthrough).	February 26	Coach PLC Coach Administration Grade Level Teams		■

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Jan 26	NWEA	50th percentile for growth in both Math and ELA from Fall to Winter	
February 28	Celebration reflection form	100% of teams complete celebration reflection form	

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

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

Key Strategy 1: Accountable Talk: Using Tools to Plan	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Saroney/Klamm

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.*
Walkthroughs showed basic student discourse and a need for more rigorous questioning from teachers to encourage more engagement and rich discussions. During the Envision activity, staff expressed that an ideal classroom features student-led discussions, with rigor supported by the principles of Accountable Talk.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
The school will improve the strategy by analyzing lessons more closely to create questions that promote discussion and enhance student understanding.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaborate and co-plan the integration of Accountable Talk in a specific content area around questioning using Accountable Talk tools (All Three Accountable Talk Features).	June 12	Grade level teams	Time SIG Budget-Team planning	
Gather and examine school-wide data related to planning questions that encourage in-depth discussions in classrooms (instructional rounds or walkthrough).	May 21	Coach PLC Coach Administration Grade Level Teams	Time	
Reflect on how Accountable Talk Features enhanced teacher questioning and how it improved student discourse in classroom.	June 12	Coach PLC Coach Administration Guiding Coalition	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 19	NWEA	50th percentile for growth in both Math and ELA from Winter to Spring	
June 6	Accountable Talk Walkthrough	Accountable Talk strategies observed in 100% of classrooms	

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

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

Key Strategy 2: Formative Assessment Practices	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Chylinski/Pienkowski

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

Throughout our Needs Assessment by looking at our Performance Index results along with PLC implementation rubrics, in conjunction with our PLC coach, we determined that our PLCs need to focus on student data and formative assessment would be that first piece. Teachers are giving common assessments routinely, but we see a need for deep analysis and consistent use of the results to support and extend student learning across each grade level. We see this as an important next step for our PLTs to engage in following the PLC process by focusing on student data/student work.

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

This is a new strategy we selected for the 25-26 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create manageable data collection tools (e.g. binders, accordion file or electronic folders) to be able to see trends in common formative assessment results and student work.	July 24	PLC Coach Coach	Time	
Explore existing proficiency scales to learn how to define student performance indicators as far from proficient, close to proficient, proficient, and beyond for essential concepts in ELA and math (boulder).	October 30	PLC Coach Coach Grade level teams	Time	
Begin to discuss strategies and resources for targeted instructional plans to respond to student learning needs in all four categories of proficiency.	October 30	PLC Coach Coach Grade level teams	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Oct 30	SMART Goal progress monitoring.	100% of grade level teams will write SMART goals for boulders in ELA and math. This SMART goal document includes organized data collections, proficiency scales, and targeted plans.	
Oct 30	Exit Tickets (Two weeks)	80% of exit tickets will be identified as "mastered."	

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

Key Strategy 2: Formative Assessment Practices	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Chylinski/Pienkowski

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

Throughout our Needs Assessment by looking at our Performance Index results along with PLC implementation rubrics, in conjunction with our PLC coach, we determined that our PLCs need to focus on student data and formative assessment would be that first piece. Teachers are giving common assessments routinely, but we see a need for deep analysis and consistent use of the results to support and extend student learning across each grade level. We see this as an important next step for our PLTs to engage in following the PLC process by focusing on student data/student work.

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

This is a new strategy we selected for the 25-26 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**			**Person(s) Responsible**
Use and revise manageable data collection tools (e.g. binders, accordion file or electronic folders) to be able to see trends in common formative assessment results and student work.	December 18	PLC Coach Coach	Time	
Fully develop and use proficiency scales that clearly define student performance as far from proficient, close to proficient, proficient, and beyond in order to understand student learning needs.	December 18	PLC Coach Coach Grade level teams	Time	
Develop targeted small group (whole group if needed) instructional plans to respond to student learning needs in all four categories of proficiency.	December 18	PLC Coach Coach Grade level teams	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Dec 18	SMART Goal progress monitoring	100% of grade level teams will have collaborated through 1-2 progress monitoring cycles using SMART goals for boulders in ELA and math. This SMART goal document is updated with current organized data collections, proficiency scales, and targeted plans.	
Oct 30	Exit Tickets (Two weeks)	80% of exit tickets will be identified as "mastered."	
Dec 14	DIBELS benchmark K-2 Counting Data, K-2	Progress monitoring indicates a 7% decrease in students in the intensive range from the Fall 2024 data	

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

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

Key Strategy 2: Formative Assessment Practices	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Chylinski/Pienkowski

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

Throughout our Needs Assessment by looking at our Performance Index results along with PLC implementation rubrics, in conjunction with our PLC coach, we determined that our PLCs need to focus on student data and formative assessment would be that first piece. Teachers are giving common assessments routinely, but we see a need for deep analysis and consistent use of the results to support and extend student learning across each grade level. We see this as an important next step for our PLTs to engage in following the PLC process by focusing on student data/student work.

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

This is a new strategy we selected for the 25-26 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**			**Person(s) Responsible**
Use and revise manageable data collection tools (e.g. binders, accordion file or electronic folders) to be able to see trends in common formative assessment results and student work.	March 26	PLC Coach Coach	Time	
Routinely use proficiency scales and common scoring practices in order to understand student learning needs.	March 26	PLC Coach Coach Grade level teams	Time	
Routinely develop and implement targeted instructional plans in both whole group and small group settings to support and extend student learning.	March 26	PLC Coach Coach Grade level teams	Time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
By March 26	SMART Goal progress monitoring	100% of grade level teams will have collaborated through 2-3 progress monitoring cycles using SMART goals for boulders in ELA and math. This SMART goal document is updated with current organized data collections, proficiency scales, and targeted plans.	
Jan 26	NWEA	50th percentile for growth in both Math and ELA from Fall to Winter	

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

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

Key Strategy 2: Formative Assessment Practices	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Chylinski/Pienkowski

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout our Needs Assessment by looking at our Performance Index results along with PLC implementation rubrics, in conjunction with our PLC coach, we determined that our PLCs need to focus on student data and formative assessment would be that first piece. Teachers are giving common assessments routinely, but we see a need for deep analysis and consistent use of the results to support and extend student learning across each grade level. We see this as an important next step for our PLTs to engage in following the PLC process by focusing on student data/student work.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy we selected for the 25-26 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Reflect and adapt manageable data collection tools (e.g. binders, accordion file or electronic folders) to be able to see trends in common formative assessment results and student work for more systematic use the following school year.	June 12	Grade level teams PLC Coach Coach	Time	
Reflect on proficiency scale use and common scoring practices to determine next year's essential learning concepts (boulders).	June 12	Grade level teams PLC Coach Coach	Time	
Reflect on working targeted instructional plans to determine which practices to keep in place and which to discard or adapt.	June 12	Grade level teams PLC Coach Coach	Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 12	SMART Goal progress monitoring	100% of grade level teams will have collaborated through 3-4 progress monitoring cycles using SMART goals for boulders in ELA and math. This SMART goal document is updated with current organized data collections, proficiency scales, and targeted plans.	
June 19	NWEA	50th percentile for growth in both Math and ELA from Winter to Spring	

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

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

Key Strategy 3: PLC – Monitoring to Promote Effectiveness	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Groat/Chylinski

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 team reflections, working with our PLC coach, and reviewing the rubric, we believe we have the structures in place, and that we have begun building a collaborative culture. Our next step is to really dig into the work of answering the four critical questions. We want teams to regularly analyze student work, reflect on instructional practices, and use formative assessment data to determine which strategies are working and which aren't. Monitoring also includes the ongoing evaluation of team goals and SMART goals. Through this process, schools build a culture of continuous improvement, professional reflection, and action rooted in results. This is the roadmap our PLC coach will work on and guide us on.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In reviewing the Strategy Companion Guide, as a school we have implemented essential structures for PLCs, promoted a collaborative culture, and we are now ready for Step 3 of Monitoring to Promote Effectiveness. We have some evidence that teams are sharing and talking about instructional strategies. There is a need for teams to analyze student work to understand the impact on learning. Our plan is to have unit by unit data collection and quarterly progress monitoring around essential learning in literacy and mathematics. This process will include determining common formative assessment tools, having a clear understanding of levels of proficiency, and determining targeted next steps towards mastery based on the results of our CFAs.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revisit the foundation of our professional learning community (mission/vision)	July 24	Principal		
Launch the school year with PD by building clarity around essential concepts and writing team SMART goals.	September 23	Solution Tree Coach	PD, Time	
Develop a team calendar that expresses the start and end dates of units. Set quarterly dates to discuss progress monitoring SMART goals in ELA and Math around essential concepts (boulder).	September 30	Grade level PLTs Instructional Coach		
Identify or develop agreed upon common formative assessment tools for monitoring student progress in ELA and math around essential concepts (boulder).	September 30	Grade level PLTs Instructional Coach		
Engage in routine analysis of unit-by-unit common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	October 30	Grade level PLTs Instructional Coach		
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	September 30 October 30	Instructional Coach	PLC Time, DIBELS probes	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Sept 30 Oct 30	Team agendas reflect and document the use of a data protocol with support from Solution Tree Coach and/or instructional coach.	100% of grade level teams analyze common formative assessment data at least monthly.	

| Oct 30 | Action plans are created in response to underperformance on priority standards. | 100% of grade level teams will notate promising strategies and resources that are uploaded to the unit planning folders and linked into the unit outline. | |
| Oct 15 | Phonemes Segmentation Fluency (PSF) | 80% of Kindergartners will achieve benchmark goals | |

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

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

Key Strategy 3: 3) PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Groat/Chylinski

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 team reflections, working with our PLC coach, and reviewing the rubric, we believe we have the structures in place, and that we have begun building a collaborative culture. Our next step is to really dig into the work of answering the four critical questions. We want teams to regularly analyze student work, reflect on instructional practices, and use formative assessment data to determine which strategies are working and which aren't. Monitoring also includes the ongoing evaluation of team goals and SMART goals. Through this process, schools build a culture of continuous improvement, professional reflection, and action rooted in results. This is the roadmap our PLC coach will work on and guide us on.

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

In reviewing the Strategy Companion Guide, as a school we have implemented essential structures for PLCs, promoted a collaborative culture, and we are now ready for Step 3 of Monitoring to Promote Effectiveness. We have some evidence that teams are sharing and talking about instructional strategies. There is a need for teams to analyze student work to understand the impact on learning. Our plan is to have unit by unit data collection and quarterly progress monitoring around essential learning in literacy and mathematics. This process will include determining common formative assessment tools, having a clear understanding of levels of proficiency, and determining targeted next steps towards mastery based on the results of our CFAs.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Monitor and adjust team calendar that expresses the start and end dates of units.	Nov 20	Grade level PLTs Instructional Coach		
Continue to identify or develop agreed upon common formative assessment tools for monitoring student progress in ELA and math around essential concepts (boulder).	Nov 13	Grade level PLTs Instructional Coach		
Continue to engage in routine analysis of unit-by-unit common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	Nov 13 Dec 18	Grade level PLTs Instructional Coach		
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Nov 21 Dec 19	Instructional Coach	PLC Time, DIBELS probes	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 21 Dec 19	Team agendas reflect and document the use of a data protocol with support from Solution Tree Coach and/or instructional coach.	100% of grade level teams analyze common formative assessment data at least monthly.	
Nov 21 Dec 19	Action plans are created in response to underperformance on priority standards.	100% of grade level teams will notate promising strategies and resources will be uploaded to the unit planning folders in a systematic and organized fashion.	
Dec 18	Phonemes Segmentation Fluency (PSF)	80% achieve benchmark goal	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
17

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

Key Strategy 3: 3) PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Salem Hyde].xlsx	**School Lead: Groat/Chylinski**

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 team reflections, working with our PLC coach, and reviewing the rubric, we believe we have the structures in place, and that we have begun building a collaborative culture. Our next step is to really dig into the work of answering the four critical questions. We want teams to regularly analyze student work, reflect on instructional practices, and use formative assessment data to determine which strategies are working and which aren't. Monitoring also includes the ongoing evaluation of team goals and SMART goals. Through this process, schools build a culture of continuous improvement, professional reflection, and action rooted in results. This is the roadmap our PLC coach will work on and guide us on.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In reviewing the Strategy Companion Guide, as a school we have implemented essential structures for PLCs, promoted a collaborative culture, and we are now ready for Step 3 of Monitoring to Promote Effectiveness. We have some evidence that teams are sharing and talking about instructional strategies. There is a need for teams to analyze student work to understand the impact on learning. Our plan is to have unit by unit data collection and quarterly progress monitoring around essential learning in literacy and mathematics. This process will include determining common formative assessment tools, having a clear understanding of levels of proficiency, and determining targeted next steps towards mastery based on the results of our CFAs.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Monitor and adjust team calendar that expresses the start and end dates of units.	January 30 February 27 March 27	Grade level PLTs Instructional Coach		
Continue to identify or develop agreed upon common formative assessment tools for monitoring student progress in ELA and math around essential concepts (boulder).	January 30 February 27 March 27	Grade level PLTs Instructional Coach		
Continue to engage in routine analysis of unit-by-unit common formative assessments to compare practices, identify common misconceptions, and areas of strength to inform instructional next steps.	January 30 February 27 March 27	Grade level PLTs Instructional Coach		
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	January 31 February 28 March 27	Instructional Coach	PLC Time, DIBELS probes	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

Academic Commitment 2 – Strategy 3   **January - March**

January 30 February 27 March 27	Team agendas reflect and document the use of a data protocol with some support from Solution Tree Coach and/or instructional coach.	100% of grade level teams analyze common formative assessment data at least monthly.	
January 30 February 27 March 27	Action plans are created in response to underperformance on priority standards.	100% of grade level teams will notate promising strategies and resources will be uploaded to the unit planning folders in a systematic and organized fashion.	
January 26	Nonsense Word Fluency: NWF (CLS & WRC)	80% achieve benchmark goal	
January 26	NWEA	50th percentile for growth in both Math and ELA from Fall to Winter	

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

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

Key Strategy 3: 3) PLC: Monitoring to Promote Effectiveness	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Groat/Chylinski

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 team reflections, working with our PLC coach, and reviewing the rubric, we believe we have the structures in place, and that we have begun building a collaborative culture. Our next step is to really dig into the work of answering the four critical questions. We want teams to regularly analyze student work, reflect on instructional practices, and use formative assessment data to determine which strategies are working and which aren't. Monitoring also includes the ongoing evaluation of team goals and SMART goals. Through this process, schools build a culture of continuous improvement, professional reflection, and action rooted in results. This is the roadmap our PLC coach will work on and guide us on.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In reviewing the Strategy Companion Guide, as a school we have implemented essential structures for PLCs, promoted a collaborative culture, and we are now ready for Step 3 of Monitoring to Promote Effectiveness. We have some evidence that teams are sharing and talking about instructional strategies. There is a need for teams to analyze student work to understand the impact on learning. Our plan is to have unit by unit data collection and quarterly progress monitoring around essential learning in literacy and mathematics. This process will include determining common formative assessment tools, having a clear understanding of levels of proficiency, and determining targeted next steps towards mastery based on the results of our CFAs.

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 the system for utilizing a team calendar in order to repeat the process for next year.	June 5	Grade level PLTs Instructional Coach		
Ensure all common formative assessment tools for monitoring student progress in ELA and math around essential concepts (boulder) are saved and accessible.	June 5	Grade level PLTs Instructional Coach		
Reflect on and celebrate teams' successes around routine data analysis and determine which team action steps led to supporting and monitoring student academic growth.	June 5	Grade level PLTs Instructional Coach		
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	April 30 May 39 June 20	Instructional Coach	PLC Time, DIBELS probes	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 5	Teams reflect and document their routine use of a data protocol on an end of year form.	100% of grade level teams will determine next steps for data analysis after reflecting using an end of year form.	
June 5	Teams will revisit their drive to determine which folders are organized and accessible and which folders need attention.	100% of grade level teams has a system for archiving and organizing unit resources is established and accessible for all team members.	

Academic Commitment 2 – Strategy 3   **April - June**

| June 12 | Nonsense Word Fluency: NWF (CLS & WRC) | 80% achieve benchmark goal | |
| June 19 | NWEA | 50th percentile for growth in both Math and ELA from Winter to Spring | |

<table>
<tr><th colspan="4">Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning</th></tr>
<tr><td>

</td></tr>
</table>

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

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

Key Strategy 4: Tier 1 Practices	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Klamm/Chylinski

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 performance index review, we have an inverted triangle and shows that 75% of our students in grades 3-6 are not proficient in ELA and 82% are not proficient in math. We want to strengthen first time learning situations through our work in our PLTs to develop a growth mindset where teachers can reflect on what has worked and what has not. We believe that the impact of Tier 1 will be amplified by the powerful work of the PLC process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Develop clarity around essential standards unit by unit and ensure our pacing reflects our priorities.	July 24	Instructional Coach	Time PLC Coach	
Develop an outline of daily learning targets in student-friendly language choosing the optimal order and amount of time spent on targets.	September 30	Instructional Coach	Time PLC Coach	
Begin to discuss and archive promising strategies, resources, scaffolds, and tools that will increase student access to first-time learning based on results from common formative assessments.	Oct 30	Grade level teams	Time	
Determine which accountable talk moves to embed into the unit outline.	Oct 30	Grade Level Teams	Time	
Determine which strategies and practices that need to be included in first-time learning (Tier 1), which strategies and practices to keep in small group, and determine pathways for routinely differentiating instruction.	Oct 30	Grade Level Teams	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we
Sept 30 Oct 30	Team agendas reflect and document the use of a data protocol with support from Solution Tree Coach and/or instructional coach.	100% of grade level teams analyze common formative assessment data at least monthly.	
Oct 30	Action plans are created in response to underperformance on priority standards.	100% of grade level teams will notate promising strategies and resources that are uploaded to the unit planning folders and linked into the unit outline.	

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

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

Key Strategy 4: Tier 1	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Klamm/Chylinski

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 performance index review, we have an inverted triangle and shows that 75% of our students in grades 3-6 are not proficient in ELA and 82% are not proficient in math. We want to strengthen first time learning situations through our work in our PLTs to develop a growth mindset where teachers can reflect on what has worked and what has not. We believe that the impact of Tier 1 will be amplified by the powerful work of the PLC process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Continue to gain clarity around essential standards unit by unit and update pacing to reflect our priorities.	Quarter 2	Instructional Coach	Time PLC Coach	
Utilize an outline of daily learning targets in student-friendly language choosing the optimal order and amount of time spent on targets.	November 20	Instructional Coach	Time PLC Coach	
Continue to discuss and archive promising strategies, resources, scaffolds, and tools that will increase student access to first-time learning based on results from common formative assessments.	December 18	Grade level teams	Time	
Continue to determine which accountable talk moves to embed into the unit outline.	December 18	Grade Level Teams	Time	
Continue to determine which strategies and practices that need to be included in first-time learning (Tier 1), which strategies and practices to keep in small group, and determine pathways for routinely differentiating instruction.	December 18	Grade Level Teams	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 21 Dec 19	Team agendas reflect and document the use of a data protocol with support from Solution Tree Coach and/or instructional coach.	100% of grade level teams analyze common formative assessment data at least monthly.	
Nov 21 Dec 19	Action plans are created in response to underperformance on priority standards.	100% of grade level teams will notate promising strategies and resources will be uploaded to the unit planning folders in a systematic and organized fashion.	
Dec 14	DIBELS benchmark K-2 Counting Data, K-2	Progress monitoring indicates a 7% decrease in students in the intensive range from the Fall 2024 data	

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

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

Key Strategy 4: Tier 1	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Klamm/Chylinski

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 performance index review, we have an inverted triangle and shows that 75% of our students in grades 3-6 are not proficient in ELA and 82% are not proficient in math. We want to strengthen first time learning situations through our work in our PLTs to develop a growth mindset where teachers can reflect on what has worked and what has not. We believe that the impact of Tier 1 will be amplified by the powerful work of the PLC process.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Routinely reflect on essential standards by updating pacing to reflect our priorities.	January 30 February 27 March 27	Instructional Coach	Time PLC Coach	
Utilize an outline of daily learning targets in student-friendly language choosing the optimal order and amount of time spent on targets.	January 30 February 27 March 27	Instructional Coach	Time PLC Coach	
Continue to discuss and archive promising strategies, resources, scaffolds, and tools that will increase student access to first-time learning based on results from common formative assessments.	January 30 February 27 March 27	Grade level teams	Time	
Continue to determine which accountable talk moves to embed into the unit outline.	January 30 February 27 March 27	Grade Level Teams	Time	
Routinely determine pathways for differentiating instruction for whole group and small group settings.	January 30 February 27 March 27	Grade level teams	Time	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 26	NWEA	50th percentile for growth in both Math and ELA from Fall to Winter	
March 6	Unit outline review	100% of unit outlines that show accountable talk moves and differentiation	

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

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

Key Strategy 4: Tier 1	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Klamm/Chylinski

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 performance index review, we have an inverted triangle and shows that 75% of our students in grades 3-6 are not proficient in ELA and 82% are not proficient in math. We want to strengthen first time learning situations through our work in our PLTs to develop a growth mindset where teachers can reflect on what has worked and what has not. We believe that the impact of Tier 1 will be amplified by the powerful work of the PLC process.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Determine additional work needed to clarify essential, supporting, and nice to know standards and how they are connected to inform our pacing decisions for next year.	June 5	Grade Level Teams	Time	
Determine which unit outlines are ready for use and which ones need collaborative time in the 26-27 school year	June 12	Grade level teams	Time	
Continue to discuss and reflect on team process for archiving.	June 12	Grade level teams	Time	
Determine which accountable talk moves are still unfamiliar and underutilized during instruction.	May 29	Grade level teams	Time	
Reflect using a survey on the team and individual teacher ability to implement differentiated instruction.	June 5	Grade level teams	Time	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 5	Reflection on Tier 1 instruction will be included on the same form as reflecting on progress monitoring and data analysis.	100% of grade level teams complete the reflection form	
June 19	NWEA	50th percentile for growth in both Math and ELA from Winter to Spring	

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

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

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [Salem Hyde].xlsx	**School Lead:** Hidek/Valerino

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout our Needs Assessment where we held student focus groups, as well as our review of our climate survey from students, we concluded that students really want more of a voice in their classroom and in the building. They shared how much they enjoyed being a part of the focus groups. The climate survey indicated only 55% felt that if the teachers asked, "How are you?" that teachers really want to know their answers shows students are not feeling listened to or heard. As an SLT we wanted to improve and elevate our student voice, and that this focus area was the logical next step from the 24-25 school year focus of "Creating an intentional welcoming school/class environment." We also recognize that this work aligning with Accountable Talk with work together to promote more student voice and overall engagement in school.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop a system for students tracking their own attendance and plan incentives for students who have monthly perfect attendance.	August 15	Johnson-Turner Hidek Chylinski	Time	
Create and implement quarterly survey questionnaire (3-5 questions) about School Climate and Sense of Belonging (3rd- 6th) that grade-levels teams will analyze and report findings to Climate Team.	August 15 September 26	Principal Hidek	Time	
Create a system to collect daily attendance by 9:30 and assign an adult to call families of absent students. SchoolTool documentation (User Defined-Attendance Documentation) that attendance team reviews weekly.	September 1	Principal OA I	Time	
Develop student clubs to promote student attendance and sense of belonging.	October 24	SLT	Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	Attendance completion in SchoolTool	100% of classroom attendance recorded on time.	
10/31	Weekly Student attendance	Weekly student attendance rate of 93% or higher	

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

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

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Hidek/Valerino

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout our Needs Assessment where we held student focus groups, as well as our review of our climate survey from students, we concluded that students really want more of a voice in their classroom and in the building. They shared how much they enjoyed being a part of the focus groups. The climate survey indicated only 55% felt that if the teachers asked, "How are you?" that teachers really want to know their answers shows students are not feeling listened to or heard. As an SLT we wanted to improve and elevate our student voice, and that this focus area was the logical next step from the 24-25 school year focus of "Creating an intentional welcoming school/class environment." We also recognize that this work aligning with Accountable Talk with work together to promote more student voice and overall engagement in school.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create a Principal's Advisory Committee to build student voice and decision making through student input on schoolwide issues (3rd-6th)- quarterly.	November 3	Principal	Time	
Use a monthly staff meeting to plan and implement different activities across grade-levels (buddy grade-level)- Upper and Lower grade	December 5	Homeroom teachers Principal	Time	
Include grade-levels in morning announcements with sixth grade students. Include grade-level input on format (jokes, interviews, current events, shout outs about Salem Hyde).	November 3	DEB Lead Principal	Time	
Implement quarterly survey questionnaire (3-5 questions) about School Climate and Sense of Belonging (3rd- 6th) that grade-levels teams will analyze and report findings to Climate Team.	December 18	Hidek Climate Team Grade Level Teams	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31	Weekly Student attendance	Weekly student attendance rate of 93% or higher	
Dec 31	Attendance Index	Attendance Index of 190 or higher	
Dec. 21	Quarterly student survey results	A 10% increase from fall survey	

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

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

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [Salem Hyde].xlsx	**School Lead:** Hidek & Valerino

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout our Needs Assessment where we held student focus groups, as well as our review of our climate survey from students, we concluded that students really want more of a voice in their classroom and in the building. They shared how much they enjoyed being a part of the focus groups. The climate survey indicated only 55% felt that if the teachers asked, "How are you?" that teachers really want to know their answers shows students are not feeling listened to or heard. As an SLT we wanted to improve and elevate our student voice, and that this focus area was the logical next step from the 24-25 school year focus of "Creating an intentional welcoming school/class environment." We also recognize that this work aligning with Accountable Talk with work together to promote more student voice and overall engagement in school.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Include lower grades in Principal's Advisory Committee to build student voice and decision making by voting on schoolwide issues.	March 12	Principal	Time	
Implement quarterly survey questionnaire (3-5 questions) about School Climate and Sense of Belonging (3rd- 6th) that grade-levels teams will analyze and report findings to Climate Team.	March 5	Hidek Climate Team Grade Level Teams	Time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Feb 23	Weekly Student attendance	Weekly student attendance rate of 93% or higher	
Feb 23	Attendance Index	Attendance Index of 190 or higher	
March 19	Quarterly student survey results	A 10% increase from winter survey	

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

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

Key Strategy 5: Promoting Student Voice & Student Leadership	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Hidek/Valerino

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

Throughout our Needs Assessment where we held student focus groups, as well as our review of our climate survey from students, we concluded that students really want more of a voice in their classroom and in the building. They shared how much they enjoyed being a part of the focus groups. The climate survey indicated only 55% felt that if the teachers asked, "How are you?" that teachers really want to know their answers shows students are not feeling listened to or heard. As an SLT we wanted to improve and elevate our student voice, and that this focus area was the logical next step from the 24-25 school year focus of "Creating an intentional welcoming school/class environment." We also recognize that this work aligning with Accountable Talk with work together to promote more student voice and overall engagement in school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new strategy for the 25-26 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct focus group to reflect on school climate and inform next year.	May 29	Hidek Social Worker	Time	
Meet as a Principal's Advisory Committee to build student voice and decision making through student reflecting on their sense of belonging, school-wide incentives, areas for continued improvement, and how they felt about the committee itself. (3rd-6th).	May 1	Principal	Time	
Implement quarterly survey questionnaire (3-5 questions) about School Climate and Sense of Belonging (3rd- 6th) that grade-levels teams will analyze and report findings to Climate Team.	June 5	Hidek Climate Team Grade Level Teams	Time	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 5	Weekly Student attendance	Weekly student attendance rate of 93% or higher	
June 5	Attendance Index	Attendance Index of 190 or higher	
June 5	Quarterly student survey results	A 5% increase from spring survey	

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

Key Strategy 6: MTSS	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Johnson-Turner/Ball

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.*
MTSS was decided on because it incorporates all the systems within our school community. It ensures that we are supporting every aspect of student's educational growth. Teachers stated a need for restorative conversations and consistent procedures for behavior and re-entrance procedures.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy for the 25-26 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Train staff on de-escalation strategies, student reflections, and restorative conferences including procedures for student re-entry after reset or ISS.	8/28/2025	Vice Principal	Time TCIS Staff – Trainers	🟥
Quarterly Matrix Assembly to celebrate student achievement (focus on- attendance, life skill focus, academic) and hold assemblies/school events alternating months.	8/28/2025	Attendance Team Members Vice Principal	Time and Responsible Staff listed	🟥
Develop procedures for Expert Team to meet monthly to analyze data and refer students to SIT. Meetings will be monthly with each meeting having a specific focus on behavior, academic or attendance. Academic focused meetings will have interventionists. Behavior meetings will include Support Staff.	9/17/2025	Vice Principal	Time SIT Team Members/Interventionist Members	🟥
Plan and Implement PD with written guidance on Tier 1 behavior strategies that are non-negotiable (Classroom Hierarchy, Cool Down Corners, Second Step, Marble Jars, Life Skills, Circles, Tier 1 incentive plan). Model the use of these Tier 1 practices.	8/28/2025	Vice-Principal, Psychologist, Guidance Counselor, Social Worker, Family Engagement/Asst. Social Worker, and Instructional Coach	PD, Responsible Staff Listed, Time	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/12/25	Classroom walk-through for cool down corners.	100% of grade level teachers will have evidence of cool down corners during classroom walk throughs. There is a labeled, clearly defined, designated cool down area in each classroom space for students to reset. There should be tools, procedures, and cool down strategies posted to allow for student self-direction and coping.	

| 10/30/25 | Classroom walk-through tool for Tier 1 strategies. | 90% of teachers will demonstrate tier 1 strategies during classroom walk throughs. During walk throughs there should be evidence of Tier 1 behavior strategies being implemented (Classroom Hierarchy posted, Cool Down Corners being defined and used, Second Step being taught, Marble Jars, Life Skill tickets being given, Circles, and/or, Tier 1 incentive plans being followed. | |

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

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

Key Strategy 6: MTSS	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Johnson-Turner/Ball

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.*
MTSS was decided on because it incorporates all the systems within our school community. It ensures that we are supporting every aspect of student's educational growth. Teachers stated a need for restorative conversations and consistent procedures for behavior and re-entrance procedures.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy for the 25-26 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Evaluate procedures for student reflections and restorative conferences for student re-entry after resetting or ISS and make necessary changes.	11/13/2025	Classroom Teachers, BSS/ISS Staff, Guidance Counselor, Social Worker, and Vice-Principal	Time and Responsible Staff listed	
Meet with grade-level teams once a month for SIT Triage during the PLT time to check-in and refer students based on data.	Monthly	SIT Team Members	Time and SIT Team Members	
Use extended SEL time to facilitate circles with Circle Forward Books as a resource. Circle trained staff members can help co-facilitate classroom circles to build teacher skills in implementing circles.	Weekly every Friday	Classroom Teachers, Social Worker, and Guidance Counselor	Time and Responsible Staff listed	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/10/25	Classroom walk-through tool for Tier 1 strategies.	Collect data through walkthroughs of SEL block to check implementation of Tier 1 strategies.	
12/24/25	Discipline referrals	5% decrease in student referrals from Dec. 24 to Dec. 25	

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

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

Key Strategy 6: MTSS	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Johnson-Turner/Ball

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.*
MTSS was decided on because it incorporates all the systems within our school community. It ensures that we are supporting every aspect of student's educational growth. Teachers stated a need for restorative conversations and consistent procedures for behavior and re-entrance procedures.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy for the 25-26 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
SIT expert team will evaluate and revise SIT triage process if needed.	Quarterly	SIT Team Members	Time and SIT Team Members	
Grade level PLTs will reflect on classroom circles (successes and challenges) and determine next steps.	March 31	Vice Principal	Reflection Form	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 31/26	Team reflection/PLC discussion on classroom circles.	100% of classroom teachers will reflect on the success and challenges of implementing circles.	
March 31/26	Classroom walk-through for the use of tier 1 strategies.	95% of teachers will demonstrate tier 1 strategies during classroom walkthroughs. During walk throughs there should be evidence of Tier 1 behavior strategies being implemented (Classroom Hierarchy posted, Cool Down Corners being defined and used, Second Step being taught, Marble Jars, Life Skill tickets being given, Circles, and/or, Tier 1 incentive plans being followed	

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

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

Key Strategy 6: MTSS	SY2526 PD Plan [Salem Hyde].xlsx	School Lead: Johnson-Turner/Ball

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.*
MTSS was decided on because it incorporates all the systems within our school community. It ensures that we are supporting every aspect of student's educational growth. Teachers stated a need for restorative conversations and consistent procedures for behavior and re-entrance procedures.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
This is a new key strategy for the 25-26 school year.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Survey staff on MTSS procedures (SEL blocks, Circles, SIT process) and adjust plan for 26-27 school year.	5/19/25	M. Hidek/S. Oliver	Survey App – Microsoft Forms/Survey Monkey, Time and Responsible Staff listed	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 30/26	Classroom walk-through for the use of tier 1 strategies.	100% of teachers will demonstrate tier 1 strategies during classroom walk throughs. During walk throughs there should be evidence of Tier 1 behavior strategies being implemented (Classroom Hierarchy posted, Cool Down Corners being defined and used, Second Step being taught, Marble Jars, Life Skill tickets being given, Circles, and/or, Tier 1 incentive plans being followed)	
June 30/26	SLT will reflect on student survey and student council feedback	100% of teachers will complete the survey and SLT representatives will meet with student council and read through student surveys during their monthly June SLT meeting and student feedback when considering the buildings' plan for the 26-27 school year Student Council and Matrix Assemblies	

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

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1			95%	
2			100%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	81%	86%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	89%	94%	
5	It was evident that our school focused on numeracy and literacy.	95%	100%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	93%	95%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	95%	100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	88%	93%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	86%	91%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	88%	93%	

	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)	67%	75%	
2	How often are people disrespectful to others at your school? (SC1)	14%	50%	
3	How often do students get into physical fights at your school? (SC2)	58%	75%	
4	How likely is it that someone from your school will bully you online? (SC3)	77%	85%	
5	How often do you worry about violence at your school? (SC4)	44%	65%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	64%	75%	
7	How much support do the adults at your school give you? (SB2)	77%	85%	
8	Overall, how much do you feel like you belong at your school? (SB4)	56%	75%	
9	How excited would you be to have your teacher again? (TSR1)	72%	80%	
10	How respectful is your teacher towards you? (TSR4)	81%	90%	

	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)			
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)			
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)			
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)			
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)			
6	To what extent do you think that children enjoy going to your child's school? (SC1)	78%	85%	
7	How motivating are the classroom lessons at your child's school? (SC2)	76%	85%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	80%	85%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	80%	85%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	87%	90%	

End Of Year Survey

EVIDENCE-BASED INTERVENTION

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

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

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

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Rebecca Groat	Principal		5/14	5/5	5/12	5/12	5/19	
Morgan Chylinski	Instructional Coach, SLT Member		5/14	5/5	5/12	5/12	5/19	
Sabrina Myers	Teacher, Chief Union Rep, SLT Member		5/14	5/5	5/12	5/12	5/19	
Jenn Deinhart	PLC Coach, Solution Tree							5/19, 6/5
Daniela Klamm	Teacher, ELA Content Liaison		5/14					
Charina Johnson-Turner	Vice Principal		5/14	5/5	5/12	5/12	5/19	
Melissa Hidek	Assistant Social Worker, Family Engagement, SLT Member		5/14	5/5	5/12	5/8, 5/9, 5/12	5/19	
Johnna Ball	Social Worker		5/14					
Kendrick Martin	School Counselor		5/14					
Michelle Saroney	Math AIS, Math Content Liaison		5/14					
Renee Valerino	DEB Lead, SLT Member, Teacher		5/14	5/5	5/12	5/12	5/19	
Gretchen Majors	Psychologist/Special Education Liaison		5/14					
Melinda Pienkowski	Teacher/Social Studies Content Liaison		5/14					
Corinthia Kotlar	Parent/ELL Teacher/SLT Member		5/14	5/5	5/12	5/12	5/19	
Gabriel Mayfield	Parent/SLT Member			5/5	5/12	5/12	5/19	

SCEP Development Team

31

Bernadette Rushing	Teacher/SLT Member		5/14	5/5	5/12	5/12	5/19	

LEARNING AS A TEAM

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

Student Interviews

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.