



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

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Ed. Smith K-8	Andrea Ellis-Smith	Pre K -8	ATSI

- ✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school’s leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.
- ✓ **Assistant Superintendent has reviewed this plan.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Schoolwide Voting

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Andrea Ellis-Smith	Principal
2	Dr. Jenifer DiBello	Vice Principal
3	Karen Earl	Vice Principal
4	Alyssa Stanek	Instructional Coach
5	Kristin Corcoran	Teacher
6	Karen Blue	Teacher
7	Michelle Mone	Teacher
8	Meghan Murphy	Teacher
9	Andrew Strack	Teacher
10	Melinda O’Connor	Teacher
11	Kristina Winschel	Teacher
12	Timothy Shults	Teacher
13	Michael Payne	Teacher
14	Dominque Frasier	Teacher
15	William Wright	Teacher
16	Eric Ferguson	Parent
17	Keri Zhe-Heimerman	Parent

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## Attendance Commitment

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## End of Year Survey

## SCEP Development Team Participation

## OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	
2	Math	
3	Chronic Absenteeism	
4	ELP	
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 8)

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

	Commitment		Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	E
		2	Using Graphic Organizers and/or Visuals to Support Diverse Learners	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	Effective PLC Implementation	R
		2	Effective Unit and Lesson Planning	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Implementing an Effective Attendance Team	R
		2	Staff to Student Check-ins	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Personalized Student Learning Plans	E
		2	Multi-Tiered System of Supports (MTSS)	E

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

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

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In the 2023-2024 school year, we implemented Accountable Talk Moves across the entire building as part of a district-wide initiative prioritizing professional development time to introduce the concept as well as to begin planning for implementation in daily lessons. For the 2024-2025 school year, we will expand our work with Accountable Talk Moves by conducting a needs assessment to then create differentiated professional development opportunities and following-up with regular walkthrough cycles to provide actionable feedback. We will know that this initiative has been completed when 100% of teachers are using Accountable Talk Moves with at least 75% of learners participating in academic discourse during any walkthrough.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
By June 25, 2024	Create and administer a needs assessment to determine staff knowledge and understanding of Accountable Talk. Set goals by trimester to gauge implementation and acquisition of skills and Accountable Talk strategies.	Stanek	Articles: Accountable Talk, PD Planning Committee, People: Admin., coach Student Discourse Data Collection Tool	
By August 23, 2024	Analyze data and design differentiated professional development sessions on 6-8 week cycles that focus on specific Accountable Talk strategies.	Stanek	Identifying the articles and excerpts from books Pre-planning meetings in August, PD Planning Committee	
By October 30, 2024	Create a schedule for intervisitation both internally and externally to support continuous learning and feedback around Accountable Talk Moves and Functions.	Ellis	Intervisitation form Substitutes, classroom coverage	
By November 15, 2024	Assess the fidelity of implementation by conducting walk-throughs, and collection of data utilizing the Student Discourse Data Collection Tool.	Stanek/Earl/ Ellis	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review Look Fors on the Walkthrough tool to calibrate the team.	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By August	Completion of the Baseline Needs Assessment	100% of staff complete the assessment	
Sept 2024 – June 2024	2 of every 5 PLT meetings include a focus on Accountable Talk moves	100% staff engaged in professional development and collaboration on how to structured discourse in the classroom with a gradual lease of ownership of the learning as the year progresses	

November 2024 -	Requests for intervisitations by teachers to promote shared	An increase in team and department dialogue during PLCs around	
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<b>Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan</b>			
Hold these here:			
Provide self-growth and reflection sessions with a thought partner or a critical friends group or in a PLC setting			
Data collection sheet identifying student and teacher use of Accountable Talk Moves (End Goal) 33%			
Accountable Talk strategies clearly identified within the lesson plan and lesson delivery process,			

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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
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11/15/24- 11/26/24	Analysis of the student discourse data collection tool from the walkthroughs.	Mone Winschel	Assistance of data coach; planned time and coverage for team to	
By 12/20/24	Provide targeted Professional Development and resources based on needs identified through walk-through data	Stanek	Identify time on the PLC Calendar. People: Admin, Coach, District Inst. Leads.	
By 12/20/24	Engage in a second round of walk-throughs to collect data to quantify both teacher and student understanding and usage of Accountable Talk as a means of progress	Ellis/Stanek/Earl	Identify time on PLC Calendar, Review the Look Fors on the	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/26/24	Data analysis report from first round of Accountable Talk walkthroughs	100% of teachers using Accountable Talk moves across all grade levels and curriculum areas	
11/29/24	Calendar of differentiated Accountable Talk professional development to meet the needs found in the walkthroughs	Professional development opportunities for three levels of Accountable Talk implementation	

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

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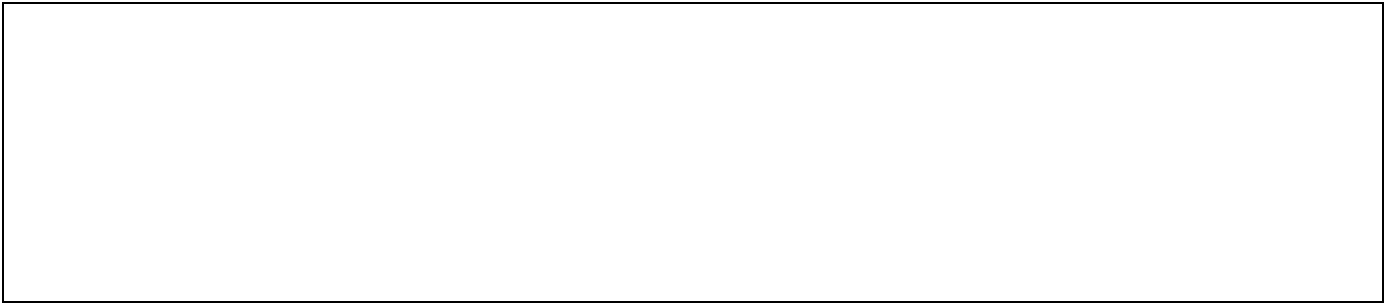
**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
By 12/13/24	Analyze the data from walkthroughs to determine the percentage of Accountable Talk usage as measured by our September goals.	Ellis/Earl/ Stanek	Assistance of data coach; planned time. People: Admin, Coach, Teacher Leaders	
By 01/15/25	Embed questions about the use of Accountable Talk into the January Teacher Data Presentations to promote teacher reflection.	Ellis	Time to identify review resources and planning time to prepare for Data Talk sessions. People: Ellis, Stanek, Earl	
By 01/31/25	Fine-tune and differentiate professional development and resources based on needs identified through walk-through data.	Stanek	Identify time on PLC Calendar, Review the Look Fors on the Walkthrough tool to calibrate the team	
By 02/10/2025	Assign articles during PLC to support existing knowledge and to extend teacher reflection and practice around Accountable Talk.	Winschel/ Shults	Identify time on PLC Calendar, Review the Look Fors on the Walkthrough tool to calibrate the team	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By 01/20/25	90% of staff being knowledgeable about the data collection tool and its purpose.	An increase in classroom visuals as indicated in the tool such as anchor charts and teachers using them as a teaching tool	
By 01/30/25	Classroom structures that support collaboration.	At least 80% of the data collecting shows students engaging in collaborative discourse using the Accountable Talk framework	

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





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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
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By 04/10/25	Identify model classrooms as a part of the intervisitation and growth process.	Winschel	Anchor charts, teacher created visuals, manipulatives, sentence stems and other organizers. People: Stanek, Mone, Winschel	
By 04/20/25	Analyze the data from walkthroughs to gauge the increased percentage of Accountable Talk usage as measured by our September goals.	Ellis/Stanek/Earl	Time built into PLCs. Time to prepare the focus and objective of the sessions. People: Ellis, Stanek, Earl	
04/01/25 - 06/20/25	Present models of success during faculty meeting to close out the final trimester.	Ellis	Anchor charts, teacher created visuals, manipulatives, sentence stems and other organizers. People: Stanek, Mone, Winschel	
By 06/15/25	Conduct a closing assessment to determine impact and goal attainment.	Stanek	The initial Needs Assessment and disaggregated data points. People: Ellis, Stanek, Earl	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By 04/10/25	Model classroom identified	A list of differentiated visitation needs that aligns to model classroom strengths.	
04/10/25	Feedback from teachers about the walkthrough tool.	At least 80% of the data collected shows teachers utilizing Accountable Talk during the lesson delivery	

06/10/25	Development of a results-oriented Needs Assessment	80% of Ed. Smith staff demonstrating an improvement the use of Accountable Talk strategies to promote quality student discourse.	
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**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**

The school will conduct a needs assessment to determine levels of understanding around Accountable Talk strategies. Utilizing this information, we will design professional development sessions in 6-8 week cycles that focus on specific Accountable Talk Moves. To support our continuous learning, we will create inter-visitation opportunities amongst colleagues.

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<b>Key Strategy 2: Using Graphic Organizers and/or Visuals to Support Diverse Learners</b>	<b>School Lead: Ellis</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on the 2023-2024 Proficiency Accountability Report Data, we noticed the following root causes: 1) Students need more scaffolds to be successful and extend their acquisition of grade level standards. 2) Our English Language Proficiency (ELP) data showed that our Economically Disadvantaged students and English Language Learners were five hundredths of a percent away from reaching proficiency. For the 2024-2025 school year, we want to expand the use of graphic organizers and visuals in every classroom so that every teacher has a toolkit of appropriate strategies to help students make their thinking clear and visible. We will know this has been achieved when 100% of teachers utilize graphic organizers and visual supports to differentiate and scaffold learning for their students.

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**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
June 20, 2024	Conduct a baseline assessment to determine the current usage of graphic organizers and concept maps/thinking maps.	Stanek	Admin., Coach, Administered via our Monday Memo with a link to the survey. Deadline, 6/25/24.	
By September 15, 2024	Identify a core group of graphic organizers/concept maps and manipulatives by content, housed in Office 365, to serve as anchors to help model visual learning for teachers and to promote schoolwide alignment of expectations.	Shults Winschel	Resource: Classroom Instruction that Works; Robert Marzano Admin., Coach and Teacher Leaders designating a PD cycle for training.	
October 11, 2024	Design differentiated professional development to share the identified organizers, to highlight the benefits of using scaffolds, and to model how these tools can enhance students’ understanding of content.	Stanek	Resource: Classroom Instruction that Works; Robert Marzano Identification of specific organizers, sentence starters, and other scaffolds	
October 31, 2024	Create an anchor chart using Accountable Talk and concept maps to visually show the correlation between the two instructional tools.	Shults Winschel	Admin., Coach, Teacher Leader, teachers and staff. Articles: Making Connections through Visuals.	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By June 25, 2024	Completion of the assessment by all staff by June 20, 2024, and analysis of results by June 25, 2024,	100% Staff completion with varying degrees of usage and understanding of how to use graphic organizers to determine training needs for October 2024.	

By October 1, 2024	Expanded use of graphic organizers and visuals in every classroom so that every teacher has a toolkit of appropriate strategies to help	100% of teachers utilize graphic organizers and visual supports to differentiate and scaffold for their students.	
By October 31, 2024	Print-rich environment of anchor charts and student work demonstrating the use of graphic organizers.	Teachers internalizing their understanding and usage of graphic organizers and manipulatives to increase quality student writing that demonstrates a correlation between critical thinking and organizational writing.	

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

Hold to add: Teachers chunking and scaffolding tasks utilizing graphic organizers to support diverse learning needs

In the 2023-2024 school year, we noticed that many of our students were unable to articulate their thinking orally or in writing due to minimal usage of graphic organizers and visual supports. Identifying a correlation between learned practices demonstrated during professional development and the use of graphic organizers and manipulatives identified in lesson plans.

We will identify specific training to support the understanding of visual language and how to help students

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<b>Key Strategy 2: Using Graphic Organizers and/or Visuals to Support Diverse Learners</b>	<b>School Lead: Ellis</b>
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Nov 1 –9, 2024	Engage in structured walk-throughs to collect data to quantify both teacher and student usage of graphic organizers and manipulatives.	Ellis/Earl	Identify time on PLC Calendar, Review the Look Fors on the Walkthrough tool to calibrate the team	
Sept 2024 – June 2025	Utilize Accountable Talk Moves with graphic organizers to scaffold connections between thinking, speaking, and writing to help students construct their thinking.	All Instructional Staff	Admin., Coach, Teacher Leader, teachers, and staff. Articles: Making Connections through Visuals.	
Nov 10, 2024 – Nov 20, 2024	Design a series of training sessions involving the ENL Dept. As a part of the PLC cycle to demonstrate how they use concept maps and manipulatives to teach diverse learners.	Stanek, Leo, Heise	Budget time for planning PD. Identify materials and supporting articles, Identify three session dates on the PL calendar. Admin., Coach, ENL Teachers	
By Dec. 1-20, 2024	Students utilize goal booklets to provide self-reflection and identify how they used scaffolds and manipulatives to support their learning.	All Instructional Staff	Coach, Lead Teachers, Students, Student Council	

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<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By Nov 9, 2024	Graphic organizers and concept maps utilized in lesson delivery as evidenced by walkthrough collection tool.	During the lesson delivery phase, chunking and scaffolding of tasks utilizing graphic organizers to support diverse learning needs	
Nov – Dec 2024	Teachers chunking and scaffolding tasks utilizing graphic organizers and manipulatives to support diverse learning needs.	A transfer from teachers serving as models to students utilizing scaffolds to organize their thinking and writing	

Dec 2024- June 2024	Students utilizing work folders and goal-setting booklets to demonstrate their active learning and critical thinking.	Students engaging in conferences with a peer or with a teacher showing examples of work progression in various stages.	
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**Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan**

Display examples throughout the building of student work with student reflection about how they use scaffolds to support their learning.

In the 2023-2024 school year, we noticed that many of our students were unable to articulate their thinking orally or in writing due to minimal usage of graphic organizers and visual supports. For the 2024-2025 school year. We will identify specific training to support the understanding of visual language and how to help students transfer their thinking into speaking and writing. In addition to incorporating visual learning in our PLC time we will commit to providing teachers with exemplars as a guide to use within the classroom.

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By 01/10/25	Identify specific goals and Look Fors during walk-throughs to collect data to quantify both teacher and student usage of graphic organizers and manipulatives.	Ellis/Earl	Identify time on PLC Calendar, Review the Look Fors on the Walkthrough tool to calibrate the team	
By 02/17/25	Engage in student conferences to gather data about how students are using graphic organizers to scaffold connections between thinking, speaking, and writing to help students construct their thinking.	Stanek, Mone, Ellis	Time designed in the schedule to hold conferences, student work folders and goal setting booklets	
By 03/30/25	Design a student reflection to accompany the goal setting booklets to provide student voice around the benefits of utilizing concept maps and graphic organizers	Winschel	Provide time and budget funds to create the reflection tool. People: Ellis, Winschel, Stanek	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
01/31/25	Review of the Look Fors with SLT and during faculty meeting	Staff engaging in feedback sessions around the specific Look Fors for the trimester.	
03/01/25 - 03/10/25	Student Conferences schedule	Members of Student Council bringing questions back to the classroom community to help students prepare for conferences and to make connections to their respective goals.	
03/15/25 - 03/30/25	Draft of student reflection presented to Student Counsel and SLT as a part of the vetting process	A plan demonstrating the objective and how teacher leaders, coach, and admin. will be utilized to execute the conferences.	

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

Articles: Making Connections through Visuals. - Hold



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<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
By 04/10/25	Modification of student goals based on personal observations and self-reflections.	Mone, Stanek	Time designed in the schedule to hold set objectives with teachers, student work folders and goal setting booklets People: Admin., Coach, Teacher Leader, teachers and staff.	
By 04/20/25	Identify articles for PLC to support continuous learning about the impact of concept maps and graphic organizers on diverse learners.	Ellis, Stanek	Design time within the PLC calendar for group article analysis. Identify budget needs. People: Ellis, Stanek, Mone	
By 5/30/25	Making connections from the articles and aligning practices to the delivery of instruction to extend usage and understanding.	Mone, Stanek	Design time within the PLC calendar for group article analysis. Identify budget needs. Identify protocol to frame conversations. People: Ellis, Stanek, Mone	
By 06/05/25	Collecting closing data using the agreed upon data collection sheet to determine teacher and student acquisition of this expanded practice.	Mone, Stanek	funds to create a reflection tool. People: Ellis, Winschel, Stanek	
By 06/12/25	Closing data talks with teachers and grade level teams to reflect on goals and impact on instructional practice.	Ellis	Desing time within the PLC calendar. Set aside budget amounts for data talks. People: Ellis, Earl	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
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04/01/25 - 06/15/25	Teachers having a set structure for students to engage independently around their goals.	All students shaving goal setting booklets.	
04/28/25 - 05/15/25	Identify a protocol to deconstruct two articles to demonstrate the impact of visual tools for diverse	Teachers working on a PLC model reading and annotating text in a collaborative format.	
06/10/25	An identified Data Collection Tool	80 % of the data collected with the tool reflect an increase in both teacher and student usage of concept maps and visual tools.	

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

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

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** Stanek

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

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

In the 2023-2024 school year, we implemented an 8-week PLC cycle to ensure time spent in following areas: collaboration with ENL providers, collaboration with Interventionists, collaboration with Special Educators, Triage (student support), culture & climate, data meetings, and teacher progress monitoring. For the 2024 – 2025 school year, we will refine our PLC process with the following goals: 1) build the capacity of our teachers to lead their PLCs, 2) focus PLCs on the 4 questions to drive discourse around student learning and data, and 3) ensure interdisciplinary collaboration is prioritized. Through guidance from the book “Learning by Doing: A Handbook for Professional Learning Communities,” we will know our efforts have been successful if we see that at least 50% of PLCs are teacher led with a strong focus on student learning outcomes along with shared common language and goals by the end of the school year.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/24/24 (pt. 1) 9/27/24 (pt. 2)	Identify individual PLTs (grade level, vertical, interdisciplinary, logical links, kid-talk (p.61)) and members; create clear list, team names, and distribute. (Part 1: PLTs identified by leadership in August; Part 2: additional PLTs identified by teams by end of September).	Stanek	Time	
8/28/24	Identify team leaders to attend Summer Summit PLC professional development to prepare for facilitating PLTs.	Stanek	Time	
9/13/24	Administer self-assessment tool (schoolwide) 4x per year: “The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams.” Synthesize data and share out with staff (to set purpose for school opening in Fall 2024).	Stanek	Time PD	
10/31/24	Establish norms on each PLT. Display and refer to at each PLT meeting. (p. 73)	Ellis	Clear sign holders	
10/31/24	Utilize text: “Learning by Doing: A Handbook for Professional Learning Communities at Work” to: clarify mission and purpose (student learning) and develop common language amongst all staff members.	Stanek	Learning by Doing: A Handbook for Professional Learning Communities at Work SCSD PLC Resource HUB	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/15/2024	PLTs are created	100% of staff members are included on at least 1 PLT	
10/31/2024	Norms are established and displayed at PLTs	Norms are present and referred to at 90% PLTs as indicated by walkthroughs and observations.	

9/30/2024	Teams authentically engaging with one another on productive,	Self-assessment tool data is displayed and discussed at faculty	
10/31/2024	“Learning by Doing: A Handbook for Professional Learning Communities at Work” is being used and referenced to at PLCs	100% of teams have access to the text and/or text excerpts to guide their work. Teams are beginning to develop their goals and using shared, common language	

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

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

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> Stanek
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

In the 2023-2024 school year, we implemented an 8-week PLC cycle to ensure time spent in following areas: collaboration with ENL providers, collaboration with Interventionists, collaboration with Special Educators, Triage (student support), culture & climate, data meetings, and teacher progress monitoring. For the 2024 – 2025 school year, we will refine our PLC process with the following goals: 1) build the capacity of our teachers to lead their PLCs, 2) focus PLCs on the 4 questions to drive discourse around student learning and data, and 3) ensure interdisciplinary collaboration is prioritized. Through guidance from the book “Learning by Doing: A Handbook for Professional Learning Communities,” we will know our efforts have been successful if we see that at least 50% of PLCs are teacher led with a strong focus on student learning outcomes along with shared common language and goals.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/15/24	Create new PLT meeting template that includes each SCEP commitment and 4 PLC questions. Teams will indicate their focus area for each PLT.	Stanek	Time	
11/22/24	Refine PLT norms as necessary to better fit the needs of the team. Establish commonly used signal for when norms are not being adhered to.	Ellis	Time	
11/22/24	Launch learning cycles using the 4 PLT questions to focus PLT work.	Stanek	PD	
12/15/24	Administer self-assessment tool (schoolwide) 4x per year: “The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams.” Synthesize data, share out with staff, and compare to previous results.	Stanek	Time	
12/20/24	Continue to utilize text: “Learning by Doing: A Handbook for Professional Learning Communities at Work” to: develop shared understanding of how to utilize the 4 PLT questions and focus on a collaborative study of essential learning.	Stanek	Learning by Doing: A Handbook for Professional Learning Communities at Work SCSD PLC Resource HUB	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/30/2024	PLT Meeting Template is created and distributed; PLTs become cohesive and more student driven	100% of PLTs utilize the new meeting agenda template	
12/20/2024	4 PLT questions are being utilized at PLTs	At least one of the 4 questions is the focus of each PLT work	

12/20/2024	Updated self-assessment tool data is displayed and discussed at faculty meeting; teams refer to and reflect on PLT goal and current reality.	On the PLC continuum, we will see a shift at least one space to the right (pre-initiating to initiating, initiating to implementing, etc.) in at least 25% of teacher responses.	
12/20/2024	"Learning by Doing: A Handbook for Professional Learning Communities at Work" is being used and referenced to at PLCs	100% of teams have access to the text and/or text excerpts to guide their work. Teams are continuing to develop their goals and using shared, common language	

**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 1:** Effective PLC Implementation

**School Lead:** Stanek

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

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

In the 2023-2024 school year, we implemented an 8-week PLC cycle to ensure time spent in following areas: collaboration with ENL providers, collaboration with Interventionists, collaboration with Special Educators, Triage (student support), culture & climate, data meetings, and teacher progress monitoring. For the 2024 – 2025 school year, we will refine our PLC process with the following goals: 1) build the capacity of our teachers to lead their PLCs, 2) focus PLCs on the 4 questions to drive discourse around student learning and data, and 3) ensure interdisciplinary collaboration is prioritized. Through guidance from the book “Learning by Doing: A Handbook for Professional Learning Communities,” we will know our efforts have been successful if we see that at least 50% of PLCs are teacher led with a strong focus on student learning outcomes along with shared common language and goals.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Monitor usage of PLT meeting template; quantify what percentage of PLTs focused on each PLC question.	Stanek	Time	
2/14/25	Monitor usage of PLT norms.	Ellis	Time, People	
3/28/25	Continue learning cycles focused on the PLC 4 questions	Stanek	Time, People	
3/28/25	Administer self-assessment tool (schoolwide) 4x per year: “The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams.” Synthesize data, share out with staff, and compare to previous results.	Stanek	Time, PD	
3/28/25	Continue to utilize text: “Learning by Doing: A Handbook for Professional Learning Communities at Work” to: focus on “responding when some students don’t learn”	Stanek	Time, PD	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
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2/7/25	Quantified 4 PLC question usage shared with staff and teams	Teachers will reflect on usage of the 4 PLC questions- survey teachers with the following 2 questions (1) Why do you think your team has focused on question ___? (2) How does this impact student learning?	
3/7/25	Updated self-assessment tool data is displayed and discussed at faculty meeting; teams refer to and reflect on PLT goal and current reality.	On the PLC continuum, we will see a shift at least one space to the right (pre-initiating to initiating, initiating to implementing, etc.) in at least 30% of teacher responses.	
3/21/25	"Learning by Doing: A Handbook for Professional Learning Communities at Work" is being used and referenced to at PLCs	100% of teams have access to the text and/or text excerpts to guide their work. Teams are continuing to develop their goals and using shared, common language	

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

In the 2023-2024 school year, we implemented an 8-week PLC cycle to ensure time spent in following areas: collaboration with ENL providers, collaboration with Interventionists, collaboration with Special Educators, Triage (student support), culture & climate, data, mission and teacher communities. For the 2024-2025 school year we will refine our PLC

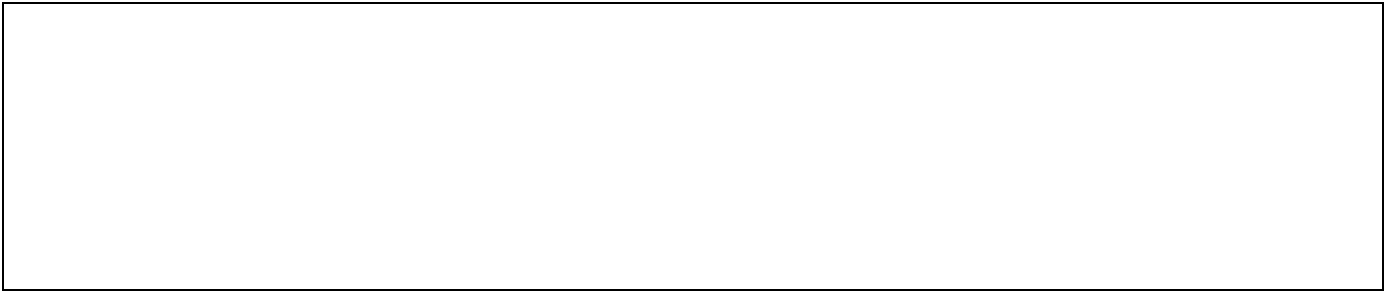
**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/20/24	Monitor usage of PLC norms and PLC4 questions.	Ellis	Time, People	
6/1/24	Administer self-assessment tool (schoolwide) 4x per year: “The Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams.” Synthesize data, share out with staff, and compare to previous results.	Stanek	Time, PD	
6/1/24	Continue to utilize text: “Learning by Doing: A Handbook for Professional Learning Communities at Work” to: focus on “responding when some students don’t learn”	Stanek	Learning by Doing: A Handbook for Professional Learning Communities at Work	
5/15/24	Develop final year survey to assess teacher perception of shifts in PLCs.	Corcoran	Time	
6/15/24	Administer final year survey to assess teacher perception of shifts in PLCs.	Stanek	Time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/1/24	Updated self-assessment tool data is displayed and discussed at	On the PLC continuum, we will see a shift at least one space to the	
6/1/24	Interdisciplinary PLCs are held to discuss tier 2 interventions in response to “when some students don’t learn”	100% of supporting teachers (ENL, SPED, Intervention) will collaborate with grade level teams during PLCs to support tier 2 collaboration	
6/15/24	Administer final year teacher PLC perception survey	We will see a positive trend in how teachers perceive PLCs this year (will quantify this once we develop the questions)	

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



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

**Key Strategy 2: Effective Unit and Lesson Planning**

**School Lead: Stanek**

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

Through our Needs Assessment (NWEA, DIBELS, and NYS results), our data indicates a need to further develop strong, standards-based, rigorous Tier 1 instruction for all students. We have a wide range of student abilities- this range requires that teachers scaffold and support to these various levels. Our assessment data indicates we are not meeting the needs of students on either end of this spectrum (ex: advanced students are not maintaining or progressing, students with learning gaps are not accelerating). We identified three possible root causes, 1) we are not effectively unit and lesson planning to ensure the *essential standards* are at the core of each lesson, 2) we are not effectively progress monitoring and analyzing common, formative assessments, quick checks, and/or student work to drive instructional adjustments, and 3) our master schedule does not allow for proper time to implement tier 1 instruction.

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

In the 2023 – 2024 school year, we focused heavily on developing a more data driven culture at Ed Smith through NWEA and DIBELS data meetings, teacher and student goal setting, and progress monitoring meetings with administrators. For the 2024 – 2025 school year, we will expand on this work by facilitating the intellectual preparation teachers need to deliver effective instruction to students. This work will allow us to better differentiate our instruction, meet the wide variety of student needs, and center student work and data in our planning process. Specifically, we will more closely adhere to the provided pacing guides, engage in module/unit internalization processes, and utilize common, formative assessments (both provided by the district and created by PLTs) to progress monitor students in between our benchmark assessments.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/29/ 2024	Ensure master schedules adhere to required time needed for high-quality Tier I instruction (content minutes must match or exceed the district provided instructional digest).	Earl	Time; Scheduling committee work sessions	
9/15/ 2024	Identify progress monitoring points (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets) for each content.	Kirnie (Data Liaison)	District departments	
10/15/ 2024	Adhere to pacing guides with bi-weekly pacing checkpoints.	Stanek	PD, Provided by district departments	
10/31/ 2024	Utilize Module Internalization & Task Analysis Protocols (“thinking through a lesson planning protocol”) for all content areas to be utilized during PLTs and additional PD opportunities. (“prepping & customizing lessons for: Time on task, type of task, questions, maintenance/decline of high-cognitive demands)	Stanek	Time, PD, All facilitators plan for this in September	
10/31/ 2024	Monitor implementation of evidence-based instructional practices (focus: time on/type of task, teacher-student talk) using district EL Education Walkthrough Tool (2A – 2G); administer as self-assessment tool; display initial walkthrough data for staff and set a % based goal for improvement in the next quarter.	Stanek	Time, Walkthrough schedule to be created	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29/ 2024	Master Schedule distributed; intervention, ENL, SPED schedules are created based on this	100% of students receive required tier 1, tier 2, and tier 3 instruction, based on the district provided instructional digest	
9/15/ 2024	Pacing guides are distributed to teachers and displayed in poster format in the shared collaboration/coaching space	Teachers reference pacing guides on a bi-weekly basis; adjust instruction as necessary to ensure essential standard lessons are prioritized	
10/31/ 2024	Progress monitoring schedules are distributed to stakeholders; Student work & data becomes the center of planning and PLT	At least 1 type of progress monitoring has been administered (DIBELS, Equip, Castle Learning, Core Set Fluency) by the end of October and analyzed in PLTs.	
10/31/ 2024	EL Education Walkthrough tool 1x per month to observe evidence of teacher planning focused on student task, target, and talk	2 walkthroughs will be conducted by the end of October in 100% of classrooms.	

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

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<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Stanek</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our Needs Assessment (NWEA, DIBELS, and NYS results), our data indicates a need to further develop strong, standards-based, rigorous Tier 1 instruction for all students. We have a wide range of student abilities- this range requires that teachers scaffold and support to these various levels. Our assessment data indicates we are not meeting the needs of students on either end of this spectrum (ex: advanced students are not maintaining or progressing, students with learning gaps are not accelerating). We identified three possible root causes, 1) we are not effectively unit and lesson planning to ensure the *essential standards* are at the core of each lesson, 2) we are not effectively progress monitoring and analyzing common, formative assessments, quick checks, and/or student work to drive instructional adjustments, and 3) our master schedule does not allow for proper time to implement tier 1 instruction.

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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/22/2024	Analyze progress monitoring data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets) for each content during PLTs.	Stanek	Schedule during PLT based on PM schedule	
11/22/2024	Monitor adherence to pacing guides with bi-weekly pacing checkpoints.	Stanek	Time, PD	
11/29/2024	Introduce “15-Day Challenge” (from PLC Solution Tree) to Team Leads and Content Liaisons.	Stanek	PD; Text: “The 15-Day Challenge: Simplify and Energize Your PLC at Work Process” Whitney Freije (Solution Tree Coach)	
12/20/2024	Deepen utilization of Module Internalization & Task Analysis Protocols (“thinking through a lesson planning protocol”) for all content areas. (“prepping & customizing lessons for: Time on task, type of task, questions, maintenance/decline of high-cognitive demands).	Stanek	Time, PD	
12/20/2024	Monitor implementation of evidence-based instructional practices (focus: time on/type of task, teacher-student talk) using district EL Education Walkthrough Tool (2A – 2G).	Stanek	Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30/ 2024	Students are progress monitored based on provided schedule; Teachers are analyzing data to determine next steps for students and effectively planning for Tier 2 instruction	100% of students are grouped based on data for TSG tier 2 and tier 3 instruction based on data meetings	
12/20/ 2024	PLTs will focus on module internalization and task analysis protocols	90% of teachers can identify the key standards for each formative pre-assessment and student progress towards meeting these standards through the use of a short survey	
12/20/ 2024	EL Education Walkthrough tool 1x per month	2 walkthroughs are conducted in 100% of classrooms between November and December; Walkthrough tool data indicates an increase in desired teacher/student behaviors and outcomes by ___%	

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

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<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<b>School Lead: Stanek</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our Needs Assessment (NWEA, DIBELS, and NYS results), our data indicates a need to further develop strong, standards-based, rigorous Tier 1 instruction for all students. We have a wide range of student abilities- this range requires that teachers scaffold and support to these various levels. Our assessment data indicates we are not meeting the needs of students on either end of this spectrum (ex: advanced students are not maintaining or progressing, students with learning gaps are not accelerating). We identified three possible root causes, 1) we are not effectively unit and lesson planning to ensure the *essential standards* are at the core of each lesson, 2) we are not effectively progress monitoring and analyzing common, formative assessments, quick checks, and/or student work to drive instructional adjustments, and 3) our master schedule does not allow for proper time to implement tier 1 instruction.

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 In the 2023 – 2024 school year, we focused heavily on developing a more data driven culture at Ed Smith through NWEA and DIBELS data meetings, teacher and student goal setting, and progress monitoring meetings with administrators. For the 2024 – 2025 school year, we will expand on this work by facilitating the intellectual preparation teachers need to deliver effective instruction to students. This work will allow us to better differentiate our instruction, meet the wide variety of student needs, and center student work and data in our planning process. Specifically, we will more closely adhere to the provided pacing guides, engage in module/unit internalization processes, and utilize common, formative assessments (both provided by the district and created by PLTs) to progress monitor students in between our benchmark assessments.

<b>IMPLEMENTATION PLAN (JANUARY– MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
2/14/25	Analyze progress monitoring data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets) for each content during PLTs	Stanek	Schedule during PLT based on PM schedule	
2/21/25	Monitor adherence to pacing guides with bi-weekly pacing checkpoints.	Stanek	Time, PD	
1/31/25	Introduce “15-Day Challenge” (from PLC Solution Tree) to Team Leads and Content Liaisons.	Stanek	PD; Text: “The 15-Day Challenge: Simplify and Energize Your PLC at Work Process” Whitney Freije (Solution Tree Coach)	
3/28/25	Deepen utilization of Module Internalization & Task Analysis Protocols (“thinking through a lesson planning protocol”) for all content areas. (“prepping & customizing lessons for: Time on task, type of task, questions, maintenance/decline of high-cognitive demands).	Stanek	Time, PD	
3/28/25	Monitor implementation of evidence-based instructional practices (focus: time on/type of task, teacher-student talk) using district EL Education Walkthrough Tool (2A – 2G).	Stanek	Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/1/25	Students are progress monitored based on provided schedule; Teachers are analyzing data to determine next steps for students and effectively planning for Tier 2 instruction	100% of students are re-grouped based on data for TSG tier 2 and tier 3 instruction based on data meetings	
3/28/25	15-Day Challenge is introduced to all teams	100% of teams have made a first attempt at the 15-day challenge	
3/28/25	EL Education Walkthrough tool 1x per month	3 walkthroughs are conducted in 100% of classrooms between January and March; Walkthrough tool data indicates an increase in desired teacher/student behaviors and outcomes by ___%	

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



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**Key Strategy 2: Effective Unit and Lesson Planning**

**School Lead: Stanek**

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

Through our Needs Assessment (NWEA, DIBELS, and NYS results), our data indicates a need to further develop strong, standards-based, rigorous Tier 1 instruction for all students. We have a wide range of student abilities- this range requires that teachers scaffold and support to these various levels. Our assessment data indicates we are not meeting the needs of students on either end of this spectrum (ex: advanced students are not maintaining or progressing, students with learning gaps are not accelerating). We identified three possible root causes, 1) we are not effectively unit and lesson planning to ensure the *essential standards* are at the core of each lesson, 2) we are not effectively progress monitoring and analyzing common, formative assessments, quick checks, and/or student work to drive instructional adjustments, and 3) our master schedule does not allow for proper time to implement tier 1 instruction.

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In the 2023 – 2024 school year, we focused heavily on developing a more data driven culture at Ed Smith through NWEA and DIBELS data meetings, teacher and student goal setting, and progress monitoring meetings with administrators. For the 2024 – 2025 school year, we will expand on this work by facilitating the intellectual preparation teachers need to deliver effective instruction to students. This work will allow us to better differentiate our instruction, meet the wide variety of student needs, and center student work and data in our planning process. Specifically, we will more closely adhere to the provided pacing guides, engage in module/unit internalization processes, and utilize common, formative assessments (both provided by the district and created by PLTs) to progress monitor students in between our benchmark assessments.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Person(s) Responsible	P
5/1/25	Analyze progress monitoring data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets) for each content during PLTs.	Stanek	Schedule during PLT based on PM schedule	
6/1/2025	Monitor adherence to pacing guides with bi-weekly pacing checkpoints.	Stanek	Time, PD	
6/15/2025	Utilize “15-Day Challenge” (from PLC Solution Tree) to plan content units.	Stanek	PD; Text: “The 15-Day Challenge: Simplify and Energize Your PLC at Work Process” Whitney Freije (Solution Tree Coach)	
5/30/2025	Deepen utilization of Module Internalization & Task Analysis Protocols (“thinking through a lesson planning protocol”) for all content areas. (“prepping & customizing lessons for: Time on task, type of task, questions, maintenance/decline of high-cognitive demands).	Stanek	Time, PD	
6/20/2025	Monitor implementation of evidence-based instructional practices (focus: time on/type of task, teacher-student talk) using district EL Education Walkthrough Tool (2A – 2G).	Stanek	Time	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/15/25	Teams utilize the 15-day challenge process to regularly plan units	Essential standards are identified and leveraged throughout the course of the unit and common formative assessments are scheduled and utilized	
6/20/25	Teams have adhered to district provided pacing guides	90% of teams will complete content units by the end of the school year	
6/20/25	EL Education Walkthrough tool 1x per month	3 walkthroughs are conducted in 100% of classrooms between January and March; Walkthrough tool data indicates an increase in desired teacher/student behaviors and outcomes by ____%	

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

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Karen Earl</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Despite many efforts to improve schoolwide attendance especially those students with chronic absenteeism, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Students of Color are 15% more likely to have higher absenteeism than their white counterparts.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, our Attendance Team’s use of data was superficially focused on minimizing overall chronic absenteeism instead of students in identified subgroups. For the 2024-2025 school year, we will refine our Attendance Team processes by clearly identifying team roles and creating streamlined procedures to support students and families at each level of intervention. We will know this has been completed when the chronic absenteeism of students in our subgroups has been reduced by 5%.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
August 15, 2024	Build an Attendance Team with key stakeholders including school secretaries, Support Staff from within the building and outside agencies, and a school administrator.	Karen Earl	Time and People	
August 30, 2024	Create a flowchart of how students will be intervened at three levels (yellow (initial need), orange (concerning need), red (danger of chronic absenteeism)).	Marisa Wysocki	Time and People	
August 30, 2024	Identify the individual roles and the roles of Attendance Team sub-committees in order to meet the needs of the Attendance Team flowchart to ensure that success of all students.	Cameron Cilano	Time and People	
Sept 1, 2024	Share the goal and roles of the 2024-2025 Attendance Team including the flowchart of how students will receive different supports at each level of intervention (yellow, orange, red) with all staff and families.	Karen Earl	Time (during back to school PD to share information)	
Sept 15, 2024	Use the 2023-2024 attendance data to identify students that were chronically absent and reach out to each family by phone to identify any barriers that can be mitigated at the beginning of the school year to improve 2024-2025 attendance.	John O’Leary	Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/1/24	Finalized Attendance Team Flowchart	A completed flowchart that can be shared with all staff and families regarding the interventions at each level.	

9/10/24	100% Staff trained in role and goals of Attendance Team	Each staff member can identify the work of the Attendance Team at each level of intervention.	
9/30/24	Completed log of family contact for students that were chronically absent in 2023-2024.	Every student that was chronically absent in 2023-2024 have had a person-to-person conversation with an Attendance Team member to identify any barriers to school attendance.	

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

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

<b>Key Strategy 1:</b> Implementing an Effective Attendance Team	<b>School Lead:</b> Karen Earl
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Despite many efforts to improve schoolwide attendance especially those students with chronic absenteeism, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Students of Color are 15% more likely to have higher absenteeism than their white counterparts.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, our Attendance Team’s use of data was superficially focused on minimizing overall chronic absenteeism instead of students in identified subgroups. For the 2024-2025 school year, we will refine our Attendance Team processes by clearly identifying team roles and creating streamlined procedures to support students and families at each level of intervention. We will know this has been completed when the chronic absenteeism of students in our subgroups has been reduced by 5%.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/1/24 – 12/31/24	Hold weekly Attendance Team meetings closely monitoring interventions assigned to improve attendance as well as their effectiveness.	Karen Earl	Time and People	
11/1/24 – 12/31/24	Review effectiveness of attendance data with subcommittee leads on bi-weekly basis and make adjustments to flowchart and targeted interventions as needed.	Zyierre Edwards	Time and People	
11/1/24 – 12/31/24	Hold data analysis meetings with Data Liaison at the beginning of November and mid-December to review attendance data and identify trends and next steps.	Alyssa Stanek	Time and People	
11/1/24 – 12/31/24	Create standing agenda item related to schoolwide attendance at both monthly SLT and faculty meetings asking for staff feedback.	Cameron Cilano	Time, People, Professional Development	
12/1/24 – 12/31/24	Implement an Attendance Team audit to review the goals identified in the SCEP related to attendance and the effectiveness of the team to meet them. Create next steps to more effectively meet attendance needs.	Karen Earl	Time, People, Professional Development	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/18/24	Minutes from Attendance Team meetings indicating completed attendance work.	Consistent meetings held each week with a clear list of students that have received an intervention and the intervention’s impact on attendance.	

12/18/24	Agendas/presentations for SLT and faculty meetings indicating time dedicated to staff discussion of attendance issues, efforts in place to address attendance, and the success rates of these efforts.	Faculty awareness of attendance interventions, their success, and the Attendance Team members they need to see if they see attendance issues with their students.	
12/18/24	Completed audit of Attendance Team including an investigation into whether chronic absenteeism within the sub-groups of students of color has been reduced by 5% in comparison to the number during the previous school year as well as two actionable next steps to implement from January to March.	Interventions that are working continue to be used and those less effective interventions are replaced by more effective ones.	

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

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Earl</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Despite many efforts to improve schoolwide attendance especially those students with chronic absenteeism, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Students of Color are 15% more likely to have higher absenteeism than their white counterparts.

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<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/1/25 - 3/31/25	Continue to hold weekly Attendance Team meetings to address attendance concerns.	Cameron Cilano	Time and People	
By 1/13/25	Review the results of the Attendance Team audit to develop three critical next steps to finetune practices to utilize only those that are highly effective.	Karen Earl	Time and People	
1/14/25 - 3/31/25	Implement the three critical next steps from the audit with fidelity.	Karen Earl	Time and People	
By 3/1/24	Hold data analysis meetings with Data Liaison to review attendance data and identify trends and next steps.	Alyssa Stanek	Time and People	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/13/25	Plan to implement three next steps based on Attendance Team	Concise plan with actionable steps	
3/31/25	At least 5% reduction in overall chronic absenteeism in comparison to 3/31/24	Less students chronically absent compared to previous year	
3/31/25	At least 5% reduction in chronic absenteeism in sub-groups in comparison to 3/31/24	Less students chronically absent compared to previous year	

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

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

<b>Key Strategy 1: Implementing an Effective Attendance Team</b>	<b>School Lead: Earl</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Despite many efforts to improve schoolwide attendance especially those students with chronic absenteeism, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Students of Color are 15% more likely to have higher absenteeism than their white counterparts.

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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
4/1/25-6/30/25	Continue to hold weekly Attendance Team meetings to address attendance concerns.	Cameron Cilano	Time and People	
By 5/15/24	Hold data analysis meetings with Data Liaison at the beginning of November and mid-December to review attendance data and identify trends and next steps.	Alyssa Stanek	Time and People	
By 6/15	Implement an Attendance Team audit to review the goals identified in the SCEP related to attendance and the effectiveness of the team to meet them.	Karen Earl	Time and People	
By 6/30	Create next steps based on audit to populate 2024-2025 SCEP.	Karen Earl	Time and People	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/30/25	At least 5% reduction in overall chronic absenteeism in comparison to 2023-2024 school year	Less students chronically absent compared to previous year	
6/30/25	At least 5% reduction in chronic absenteeism in sub-groups in comparison to 2023-2024 school year	Less students chronically absent compared to previous year	

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



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

<b>Key Strategy 2:</b> Staff to Student Check Ins	<b>School Lead:</b> Karen Earl
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the disproportionality data from the Needs Assessment for attendance and school climate for students of color, too many students do not feel seen and heard by the adults at Ed Smith. By increasing the positive communication between staff and students, more students will feel connected to the school and prioritize coming on a regular basis.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, our School Climate Survey indicates that nearly 30% of our students did not feel seen or appreciated by their teachers. For the 2024-2025 school year, we will implement daily Staff to Student Check Ins to promote positive relationships and build a sense of belonging. We will achieve this goal, when the number of students stating that they do not feel seen or appreciated on the School Climate Survey is reduced by 10%.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
August 15, 2024	Review various models of Staff to Student Check Ins identifying two or three options at each grade-level band (K-2, 3-5, 6-8).	Annie Marshall, Lee Jennings, Ceej Curry	Time and People	
Sept 1, 2024	Create and share a short presentation about the importance of staff to student relationships as well as their positive impact on school climate and student academics.	Cameron Cilano	Time and People	
Sept 1, 2024	Schedule and help facilitate meeting time for grade-level teams to investigate the three suggested Staff to Student Check Ins for their grade-level band and choosing one to try for the months of September and October.	Karen Earl and Alyssa Stanek	Time and People	
Sept 15, 2024	Practice identified Staff to Student Check In strategy with grade-level partners finetuning as needed.	Marisa Wysocki and Cameron Cilano	Time and People	
Sept 30, 2024 – October 31, 2024	Implement identified strategy in each classroom with Support Team members offering regular walkthrough feedback to improve teacher practice and strategy effectiveness.	Marisa Wysocki	Time and People	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/15/24	Bank of Staff to Student Check In strategies with no more than three per grade-level band.	Three highly effective check-in strategies at each grade-level band that could be easily used in any classroom.	
9/30/24	90% of staff have identified a check-in strategy to use with their students in the month of September/October.	Staff to student check-ins happening across the building.	

10/15/24	100% of staff members have received walkthrough feedback from a member of the Student Support Team member regarding the implementation of their chosen Staff to Student Check In.	Staff are given feedback to help improve their practice as it relates to Staff to Student Check Ins.	
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**Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan**

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

<b>Key Strategy 2:</b> Staff to Student Check Ins	<b>School Lead:</b> Karen Earl
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**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, our School Climate Survey indicates that nearly 30% of our students did not feel seen or appreciated by their teachers. For the 2024-2025 school year, we will expand our daily Staff to Student Check Ins to promote positive relationships and build a sense of belonging. We will achieve this goal, when the number of students stating that they do not feel seen or appreciated on the School Climate Survey is reduced by 10%.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24 – 12/20/24	Continue to implement daily staff to student check-ins using the preferred models at each grade-level band.	Cameron Cilano and Marisa Wysocki	Time and People	
11/15/24	Create a short walkthrough tool gauging no more than three desired outcomes of staff to student check-ins as they relate to staff participation.	Karen Earl	Time and People	
11/15/24	Create a short feedback survey of no more than three questions measuring the desired outcomes of staff to student check-ins as they relate to student perceptions of school climate.	Zierre Edwards and Ceej Curry	Time and People	
11/18/24 – 12/6/24	Implement both walkthroughs of classrooms during staff to student check-ins time as well as conduct student surveys across all grade levels in order to gather data and feedback around this initiative.	Cameron Cilano and Marisa Wysocki	Time and People	
December 19, 2024	Analyze walkthrough and feedback data in order to identify positive trends and areas of need sharing it with staff at the December Faculty meeting.	Karen Earl	Time and People	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/6/24	100% of classrooms have had a walkthrough conducted during Staff and Student Check-Ins time.	All staff members have received feedback related to their Staff to Student Check-In time at least one time by 12/6/24.	
12/16/24	80% of staff members are conducting daily Staff to Student Check-ins.	We hope to see that all staff are conducting daily check-ins with their students.	
12/16/24	80% of surveyed students see the positive value in daily check-ins with their teachers.	We hope to see that every student can articulate the positive impact of daily check-ins on school climate and their own sense of belonging.	

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

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

<b>Key Strategy 2: Staff to Student Check-Ins</b>	<b>School Lead: Earl</b>
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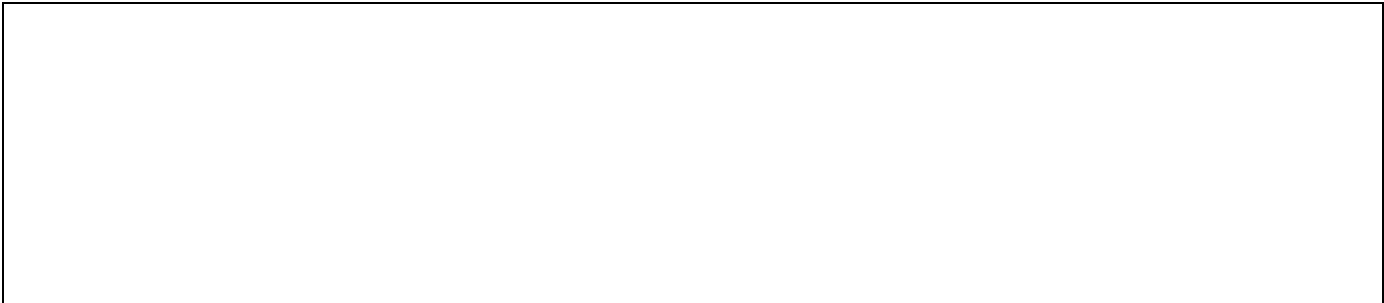
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**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, our School Climate Survey indicates that nearly 30% of our students did not feel seen or appreciated by their teachers. For the 2024-2025 school year, we will expand our daily Staff to Student Check Ins to promote positive relationships and build a sense of belonging. We will achieve this goal, when the number of students stating that they do not feel seen or appreciated on the School Climate Survey is reduced by 10%.

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<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/1/25 – 3/31/25	Continue to implement daily staff to student check-ins using the preferred models at each grade-level band.	Cameron Cilano and Marisa Wysocki	Time and People	
2/1/25 – 3/31/25	Continue to implement both walkthroughs of classrooms during staff to student check-ins time as well as conduct student surveys across all grade levels in order to gather data and feedback around this initiative.	Cameron Cilano and Marisa Wysocki	Time and People	
2/1/25 – 3/31/25	Continue to analyze walkthrough and feedback data in order to identify positive trends and areas of need sharing regularly with staff at faculty meetings.	Karen Earl	Time and People	
By 3/31/25	Work professional development opportunities into the PLC cycle based on student need.	Alyssa Stanek	Time, People, Professional Development	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
3/31/24	100% of classrooms have had a walkthrough conducted during Staff and Student Check-Ins time.	All staff members have received feedback related to their Staff to Student Check-In time at least one time by 12/6/24.	
3/31/24	90% of staff members are conducting daily Staff to Student Check-ins.	We hope to see that all staff are conducting daily check-ins with their students.	
3/31/24	90% of surveyed students see the positive value in daily check-ins with their teachers.	We hope to see that every student can articulate the positive impact of daily check-ins on school climate and their own sense of belonging.	

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



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

<b>Key Strategy 2: Staff to Student Check-ins</b>	<b>School Lead: Earl</b>
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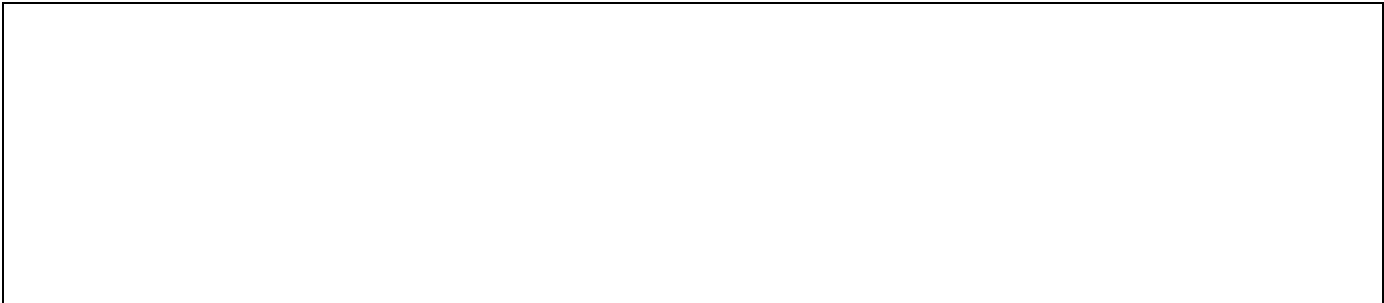
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 In the 2023-2024 school year, our School Climate Survey indicates that nearly 30% of our students did not feel seen or appreciated by their teachers. For the 2024-2025 school year, we will expand our daily Staff to Student Check Ins to promote positive relationships and build a sense of belonging. We will achieve this goal, when the number of students stating that they do not feel seen or appreciated on the School Climate Survey is reduced by 10%.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
4/1/25 – 6/30/25	Continue to implement daily staff to student check-ins using the preferred models at each grade-level band.	Cameron Cilano and Marisa Wysocki	Time and People	
5/1/25 – 6/1/25	Continue to implement both walkthroughs of classrooms during staff to student check-ins time as well as conduct student surveys across all grade levels in order to gather data and feedback around this initiative.	Cameron Cilano and Marisa Wysocki	Time and People	
By 6/1/25	Continue to analyze walkthrough and feedback data in order to identify positive trends and areas of need sharing regularly with staff at faculty meetings.	Karen Earl	Time and People	
By 6/30/25	Work next steps into the 2025-2026 SCEP.	Karen Earl	Time and People	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
5/31/24	100% of classrooms have had a walkthrough conducted during Staff and Student Check-Ins time.	All staff members have received feedback related to their Staff to Student Check-In time at least one time by 12/6/24.	
6/15/24	100% of staff members are conducting daily Staff to Student Check-ins.	We hope to see that all staff are conducting daily check-ins with their students.	
6/15/24	100% of surveyed students see the positive value in daily check-ins with their teachers.	We hope to see that every student can articulate the positive impact of daily check-ins on school climate and their own sense of belonging.	

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





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

<b>Key Strategy 1: MTSS – Multi Tiered System of Supports</b>	<b>School Lead: Welch</b>
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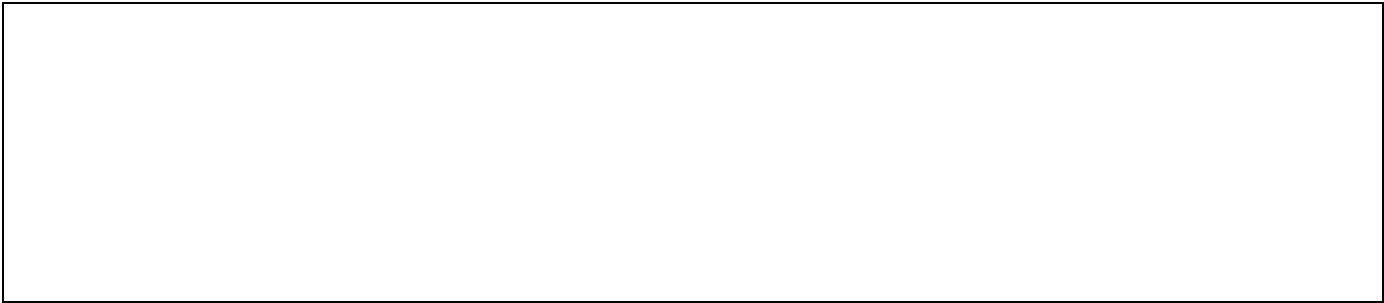
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 The Needs Assessment revealed that a disproportionate percentage of certain student subgroups (i.e. 58% of all referrals are attached to students of color, of the 58%; 73% are issued to males) were assigned referrals during the 2023-2024 school year. As a result for the 2024-2025 school year, we are expanding on the existing behavior approach by providing Tier 1 support for academic, social-emotional, and behavioral needs through a variety of restorative practices including the establishment of a Restorative Justice Team to identify needs for Tier 2 and Tier 3 supports.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2024-2024 school year, we will refine the implementation of our model of Multi-Tiered System of Supports by regularly assessing student climate data, district-provided SEL curriculum, Second Step, reports and sharing this information during weekly Triage meetings.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
By 9/1/24	Introduce expectations of designated staff and their support roles, responsibilities, and daily operations so all staff have developed a sound understanding to meet students’ academic, social, and behavioral needs.	Dr. DiBello	Professional Development	
9/1/24 - 10/31/24	Meet monthly with grade level administrator and/or support staff member as a grade level team to review data, clarify roles & responsibilities, and revisit protocols.	Dr. DiBello	People and Time	
By 9/15/24	Reintroduce Student Support Center Pass to faculty to prioritize communication and consistency when utilizing student support center as needed (e.g. reviewing trends of frequency, time, reason, and environment).	George Savage	Professional Development	
By 10/31/24	Assess a diverse student population utilizing Fall Climate Survey data. Each grade level team will develop an action plan based on the data.	Karen Blue	Time and Professional Development	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
10/15/24	At least 90% of staff and students will complete the Panorama Survey	100% staff and students complete Panorama Survey	
10/15/24	At least 50% of Ed Smith families will complete the Panorama Survey	100% families complete Panorama Survey	

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



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

<b>Key Strategy 1: MTSS – Multi Tiered System of Supports</b>	<b>School Lead: Welch</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** The Needs Assessment revealed that a disproportionate percentage of certain student subgroups (i.e. 58% of all referrals are attached to students of color, of the 58%; 73% are issued to males) were assigned referrals during the 2023-2024 school year. As a result for the 2024-2025 school year, we are expanding on the existing behavior approach by providing Tier 1 support for academic, social-emotional, and behavioral needs through a variety of restorative practices including the establishment of a Restorative Justice Team to identify needs for Tier 2 and Tier 3 supports.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** In the 2024-2024 school year, we will refine the implementation of our model of Multi-Tiered System of Supports by regularly assessing student climate data, district-provided SEL curriculum, Second Step, reports and sharing this information during weekly Triage meetings.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/1/24 - 12/15/24	Implement grade-level action plans based Panorama Survey data	Dr. DiBello	Time and People	
By 11/15/24	Continue to review expectations of designated staff and their roles and responsibilities in meeting students’ academic, social, and behavioral needs.	Dr. DiBello	Time and People	
By 12/1/24	Implement the second Climate Survey to a diverse student population.	Karen Blue	People and Time	
By 12/1/24	Analyze Student Support Center Passes by reviewing trends of frequency, time, reason, and environment.	George Savage	People and Time	
By 12/13/24	Update grade-level action plans to reflect updated climate data.	Dr. DiBello	People and Time	
By 12/20/24	Present climate data including Panorama Survey results and Students Support Center trends at December faculty meeting.	William Wright	People and Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/20/24	Results of Second Panorama Survey	5% Increase in positive responses on Panorama Survey for students, families, and staff	
12/20/24	Reduction in all levels of student behavior	Greater than 60% by staff, students, and families.	
12/24	Compare Student Support Center Passes trends and adjust grade level action plans utilizing school leadership team and PBIS Team.	Data will show a decrease in all levels of student behavior by 5%	

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

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

<b>Key Strategy 1: MTSS – Multi Tiered System of Supports</b>	<b>School Lead: Welch</b>
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**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** In the 2024-2024 school year, we will refine the implementation of our model of Multi-Tiered System of Supports by regularly assessing student climate data, district-provided SEL curriculum, Second Step, reports and sharing this information during weekly Triage meetings.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
January 2025	Evaluate progress of efficient use of designated staff and their support roles, responsibilities, and daily operations monitoring the development of a sound understanding towards meeting students’ academic, social, and behavioral needs.	Dr. Dibello/ Mrs. Alyssa Stanek	PLC (K-2, 3-5, 6-8) – during school year where all staff are provided with clarification on the purpose and protocols and documenting behaviors in School Tool & understanding tiered interventions, as well as learning correct roles of BIC, SSI, SIT, DEB, FS3, Arise, Promise Zone, ACCESS, IEP counseling.	
February 2025	Analyze Student Support Center Passes to communication and consistency when utilizing student support center as needed (e.g. reviewing trends of frequency, time, reason, and environment).	Social Worker and/or FS3 and Grade Level Administrators  K-2 New SW  3-5 Cameron Cilano  6-8 Marissa Wysocki  Ms. Marshall/FS3  Mr. Jennings/FS3	PLC - Grade level meetings, triage, and throughout school day to implement action plan and adjust as necessary.	

March 2025	Adjust grade level action plans based of climate survey data & student support passes.	Social Worker and/or FS3 and Grade Level Administrators  K-2 New SW  3-5 Cameron Cilano  6-8 Marissa Wysocki  Ms. Marshall/FS3  Mr. Jennings/FS3	PLC - Grade level meetings, triage, and throughout school day to implement action plan and adjust as necessary.
March 2025	Implement the third Climate Survey to a diverse student population that will be presented to staff and SLT. Each grade level team will revamp their existing action plan based on the data.	DEB Lead - Diversity, Equity, and Belonging  Karen Blue	PLC - The climate team will administer the climate survey and provide data to staff during PLC time/staff meetings.  Classroom Time – DEB Lead/Karen Blue will pull focus groups to implement climate survey.

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/2025	Staff will analyze results from the second climate survey (December 2024) for comparison to the upcoming survey in December 2024.	Survey data will show a positive increase of 10% in student response towards the school climate and a sense of belonging.	
2/2025	Compare Student Support Center Passes trends and adjust grade level action plans utilizing school leadership team and PBIS Team.	Data will show a decrease in all levels of student behavior by 5%	
3/2025	The Climate Team will administer the third Panorama Survey.	Greater than 70% by staff, students, and families.	

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.

<b>Key Strategy 1: MTSS – Multi Tiered System of Supports</b>	<b>School Lead: Welch</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** The Needs Assessment revealed that a disproportionate percentage of certain student subgroups (i.e. 58% of all referrals are attached to students of color, of the 58%; 73% are issued to males) were assigned referrals during the 2023-2024 school year. As a result for the 2024-2025 school year, we are expanding on the existing behavior approach by providing Tier 1 support for academic, social-emotional, and behavioral needs through a variety of restorative practices including the establishment of a Restorative Justice Team to identify needs for Tier 2 and Tier 3 supports.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.** In the 2024-2024 school year, we will refine the implementation of our model of Multi-Tiered System of Supports by regularly assessing student climate data, district-provided SEL curriculum, Second Step, reports and sharing this information during weekly Triage meetings.

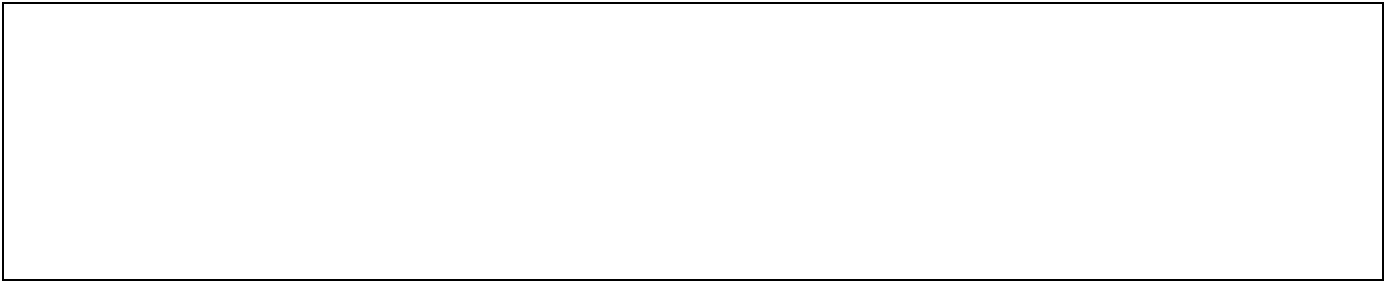
<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 2025	Assess the progress made ensuring that we are meeting students’ academic, social, and behavioral needs while adjusting as needed for the following year.	Dr. Dibello/ Mrs. Alyssa Stanek	PLC (K-2, 3-5, 6-8) – during school year where all staff are provided with clarification on the purpose and protocols and documenting behaviors in School Tool & understanding tiered interventions, as well as learning correct roles of BIC, SSI, SIT, DEB, FS3, Arise, Promise Zone, ACCESS, IEP counseling.	
May 2025	Examine Student Support Center Passes to see if trends were effective and achieved a 5% decrease in all levels of student misbehavior.	Social Worker and/or FS3 and Grade Level Administrators K-2 New Social Worker 3-5 Cameron Cilano 6-8 Marissa Wysocki Ms. Marshall/FS3 Mr. Jennings/FS3	PLC - Grade level meetings, triage, and throughout school day to implement action plan and adjust as necessary.	

May 2025	Adjust grade level action plans for following school year based on climate survey data & student support passes.	Social Worker and/or FS3 and Grade Level Administrators  K-2 New social worker  3-5 Cameron Cilano  6-8 Marissa Wysocki  Ms. Marshall/FS3  Mr. Jennings/FS3	PLC - Grade level meetings, triage, and throughout school day to implement action plan and adjust as necessary.
June 2025	Present progress monitoring throughout the whole year based on implementation of student support passes and results of climate surveys to staff.	Dr. Dibello  DEB Lead - Diversity, Equity, and Belonging  Karen Blue	PLC - The climate team will provide data to staff during PLC time/staff meetings.
June 2025	Reflect on the presentation that displays a year's worth of trends and progress to make necessary adjustments as a grade level team for the upcoming school year.	Dr. Dibello  DEB Lead - Diversity, Equity, and Belonging  Karen Blue	PLC – Grade level teams will reflect and adjust.

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/2025	Staff will organize results from following data; three climate survey results, and student support pass trends.	Academic increase, social emotional increase, and decrease in behaviors by 5%	
5/2025	Staff will present Student Support Center Pass trends and grade level teams will reflect on action plans utilizing school leadership team and PBIS Team.	Data will show goals were met throughout the year (e.g. behavior– 5% decrease, climate survey – 15% increase, climate survey completion – 80%)	
5/2025	Staff will reflect and make necessary adjustments based on presentations.	Reflection sheets will show adjustments necessary for the upcoming school year.	

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





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

<b>Key Strategy 2: Personalized Learning Plans</b>	<b>School Lead: Welch</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 In the 2023-2024 school year, we noticed many students struggle to engage with their education due to environmental factors that impact their ability to prioritize school. Our Panorama Survey results indicated 27% of our students felt the negative behaviors of others impacted their learning, and 8% noted the disrespect of others impacted the school culture. Additionally, instructional data trends show a lack of improvement in NYS test scores, NWEA, Dibels, & district assessments.

As a result for school year 24-25, we have chosen personalized learning plans to cater to each student's individual and unique needs, interests, strengths, and goals. These plans aim to elevate student engagement and improve learning outcomes to address individual needs of a diverse student population while maintaining a positive learning community. By using personalized learning plans (e.g. goal binders), students will have a sense of ownership and accountability of their learning accomplishments.

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

In the 2023-2024 school year, we implemented schoolwide goal setting for individual staff members, grade-level teams, and students. In the 2024-2025 school year, we will expand this work by developing student goal-setting booklets for regular use in setting, tracking, and reflecting on both academic and social-emotional goals. We will know we have been successful when 60% of students can speak to at least one goal and their progress towards meeting it.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
June 2024	Develop and submit goal setting books tailored to individual students’ needs that are aligned with pacing calendar and second step.	Instructional Coach – Alyssa Stanek	PLC, Team Meeting, and PD Hours – grade level teams will work collaboratively with instructional coach/support staff to form goal setting books for each grade.	
August 2024	Finalize and send goal setting books to print shop	Instructional Coach - Alyssa Stanek	Summer Hours – Administrative Team	
Sept 2024	Distribute and introduce goal setting books to grade level teams by reviewing expectations with staff	Instructional Coach – Alyssa Stanek	PD – Prior to student’s first day, administrative team will distribute and review goal setting books with faculty	

Sept 2024	Define the benefits of goal setting and collaborate with students to develop individualized goals.	Instructional Coach – Alyssa Stanek	Classroom Time – informal and formal assessments provided throughout the first month of the school year
October 2024	Identify individual needs through progress monitoring, previous reports, and beginning of the year assessments to drive goal setting for students.	Grade Level Team Lead K- Bisset 1- Ditucci 2- Frasier 3- KEESLER 4- FRONTALE 5- WINSCHER 6- DODGE 7- Manciocchi 8- Wright	Classroom Time (Targeted Small Group & CREW) – lessons explicitly teaching the meaning and benefits of goal setting for students, collaborating with students

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/26/2024	Review previous assessments and provide beginning of the year assessment data (Informal and formal)	Data informed decisions and grouping based benchmark assessments.  Devote forty minutes of class time towards teaching and reviewing the benefits of goal setting. Additionally, collaborating for two days with small groups to develop individualized goals.	
10/1/2024	Students will begin to develop initial goals in Goal Setting Books	Students creating personalized learning goals in the areas of academic, social emotional learning, and individual learning needs (e.g. IEP goals, ENL goals, targeted skills in 504 plan)	
11/1/2024	Students will review and assess their goals based on individual student data (i.e. report cards, discipline data).	Students and family buy in and take ownership of their goals. 50% of student population is achieving growth towards their goal.	

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

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<b>Key Strategy 2: Personalized Learning Plans</b>	<b>School Lead: Welch</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

In the 2023-2024 school year, we noticed many students struggle to engage with their education due to environmental factors that impact their ability to prioritize school. Our Panorama Survey results indicated 27% of our students felt the negative behaviors of others impacted their learning, and 8% noted the disrespect of others impacted the school culture. Additionally, instructional data trends show a lack of improvement in NYS test scores, NWEA, Dibels, & district assessments.

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

In the 2023-2024 school year, we implemented schoolwide goal setting for individual staff members, grade-level teams, and students. In the 2024-2025 school year, we will expand this work by developing student goal-setting booklets for regular use in setting, tracking, and reflecting on both academic and social-emotional goals. We will know we have been successful when 60% students can speak to at least one goal and their progress towards meeting it.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
November 2024	Implement informed decisions for grouping and goal setting based off individual needs through progress monitoring, previous reports, and beginning of the year assessments to drive goal setting for students.	Instructional Coach – Alyssa Stanek  Grade Level Team Lead  K- Bisset	PLC– grade level teams will work collaboratively with instructional coach/support staff	

November 2024	Monitor goal setting books tailored to individual students' needs that are aligned with pacing calendar and second step.	Instructional Coach - Alyssa Stanek Grade Level Team Lead K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	PLC– grade level teams will work collaboratively with instructional coach/support staff	
December 2024	Review the benefits of goal setting and collaborate with students to develop individualized goals based off their progress in the first marking period.	Instructional Coach – Alyssa Stanek Grade Level Team Lead K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	PLC– grade level teams will work collaboratively with instructional coach/support staff  Classroom Time (Targeted Small Group & CREW) – lessons explicitly teaching the meaning and benefits of goal setting for students, collaborating with students	
December 2024	Re-assess students on NWEA, Dibels, district assessments, and progress monitoring tools used in the classroom.	Grade Level Team Lead K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)	

December 2024	Adjust goal setting books based on progress made from the beginning of the year to December aligned with pacing guide.	Grade Level Team Lead K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)
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PROGRESS MONITORING (NOVEMBER– DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 11/22/2024	Goals set based on benchmark assessments (Informal and formal)	75% of the student population has an established goal.  75% of teachers and support staff have formed a grouping and implemented instruction based on benchmark assessments.  75% of teachers and support staff will review the benefits of goal setting & work in small groups to develop individualized goals biweekly during SEL/Crew.	
By 11/22/2024	Students will revisit their initial goals in Goal Setting Books	75% of students will adjust goals as needed, based on first marking period progress (including IEP goals, ENL goals, targeted skills in 504 plan).	

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

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<b>Key Strategy 2: Personalized Learning Plans</b>	<b>School Lead: Welch</b>
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<b>IMPLEMENTATION PLAN (JANUARY– MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
January 2025	Adjust grouping and goal setting based off individual needs through progress monitoring, previous reports, and last assessments to drive goal setting for students.	Instructional Coach – Alyssa Stanek  Grade Level Team Lead  K- Bisset  1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHEL 6DODGE 7Manciocchi 8 Wright	PLC– grade level teams will work collaboratively with instructional coach/support staff	
January 2024	Reflect on their growth and adjust goals as needed.	Instructional Coach - Alyssa Stanek  Grade Level Team Lead  K- Bisset  1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHEL 6DODGE 7Manciocchi 8 Wright	Classroom Time – during C	

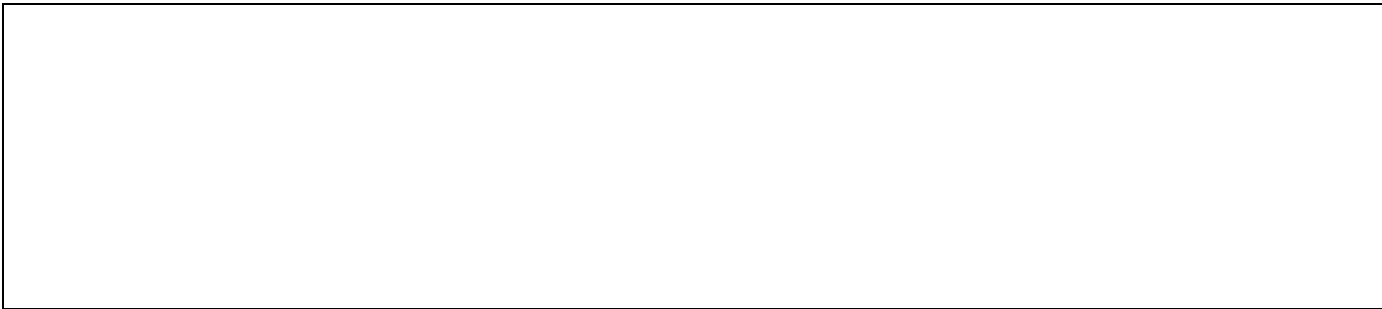
December 2024	Review the benefits of goal setting and collaborate with students to develop individualized goals based off their progress in the first marking period.	Instructional Coach – Alyssa Stanek Grade Level Team Lead K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8Wright	PLC– grade level teams will work collaboratively with instructional coach/support staff  Classroom Time (Targeted Small Group & CREW) – lessons explicitly teaching the meaning and benefits of goal setting for students, collaborating with students
December 2024	Re-assess students on NWEA, Dibels, district assessments, and progress monitoring tools used in the classroom.	Grade Level Team Lead  K- Bisset  1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)
December 2024	Adjust goal setting books based on progress made from the beginning of the year to December aligned with pacing guide.	Grade Level Team Lead  K- Bisset  1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocchi 8 Wright	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31/25	Goals set based on benchmark assessments (Informal and formal)	75% of the student population has an established goal.	
By 3/31/25	Students will revisit their initial goals in Goal Setting Books	75% of students will adjust goals as needed, based on first marking period progress (including IEP goals, ENL goals, targeted skills in 504 plan).	

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





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<b>Key Strategy 2: Personalized Learning Plans</b>	<b>School Lead: Welch</b>
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<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 2025	Adjust grouping and goal setting based off individual needs through progress monitoring, previous reports, and last assessments to drive goal setting for students.	Instructional Coach – Alyssa Stanek	PLC– grade level teams will work collaboratively with instructional coach/support staff	
April 2025	Reflect on their growth and adjust goals as needed.	Instructional Coach - Alyssa Stanek	Classroom Time – during C	
April 2025	Review the benefits of goal setting and collaborate with students to develop individualized goals based off their progress in the first marking period.	Instructional Coach – Alyssa Stanek	PLC– grade level teams will work collaboratively with instructional coach/support staff	
By 5/15/24	Re-assess students on NWEA, Dibels, district assessments, and progress monitoring tools used in the classroom.	Grade Level Team Lead  K- Bisset 1Ditucci 2Frasier 3KEESLER 4FRONTALE 5WINSCHER 6DODGE 7Manciocch 8 Wright	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)	
By 5/15/24	Adjust goal setting books based on progress made from the beginning of the year to December aligned with pacing guide.	Grade Level Team Lead	Classroom Time – informal and formal assessments provided (e.g. district wide & teacher devised assessments)	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31/25	Goals set based on benchmark assessments (Informal and formal)	75% of the student population has an established goal.	
By 3/31/25	Students will revisit their initial goals in Goal Setting Books	75% of students will adjust goals as needed, based on first marking period progress (including IEP goals, ENL goals, targeted skills in 504 plan).	

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

## END OF YEAR SURVEY

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

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	80% Agree and Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	80% Agree and Strongly Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	70% Agree and Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	70% Agree and Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	70% Agree and Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	70% Agree and Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	70% Agree and Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	70% Agree and Strongly Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	65% Agree and Strongly Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	65% Agree and Strongly	

	<b>Student Survey Questions (Grades 3-5)</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	How positive or negative is the energy of the school? (SC1)	60% favorable	70% favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	29% favorable	39% favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	50% favorable	60% favorable	
4	How often are people disrespectful to others at your school? (SS1)	31% favorable	41% favorable	
5	How often do students get into physical fights at your school? (SS2)	36% favorable	46% favorable	
6	How often do you worry about violence at your school? (SS4)	38% favorable	48% favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	56% favorable	66% favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	62% favorable	72% favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	61% favorable	71% favorable	

10	How respectful is your teacher towards you? (TSR4)	78% favorable	88% favorable	
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	<b>Student Survey Questions (Grades 6-12)</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (CAA1)	55% favorable	65% favorable	
2	How positive or negative is the energy of your school? (SC1)	39% favorable	49% favorable	
3	At your school, how much does the behavior of other students hurt or help your learning? (SC4)	27% favorable	37% favorable	
4	How often do your teachers seem excited to be teaching your classes? (SC5)	30% favorable	40% favorable	
5	How often are people disrespectful to others at your school? (SS1)	8% favorable	20% favorable	
6	How often do students get into physical fights at your school? (SS2)	24% favorable	34% favorable	
7	How often do you worry about violence at your school? (SS4)	44% favorable	54% favorable	
8	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	53% favorable	63% favorable f	
9	If you walked into class upset, how many of your teachers would be concerned? (TSR2)	42% favorable	52% favorable	
10	When your teachers ask how you are doing, how many of them are really interested in your answer? (TSR4)	42% favorable	52% favorable	

	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	92% favorable	97% favorable	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	88% favorable	93% favorable	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	96% favorable	98% favorable	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	88% favorable	94% favorable	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	81% favorable	86% favorable	

6	To what extent do you think that children enjoy going to your child's school? (SC1)	67% favorable	77% favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	54% favorable	64% favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	70% favorable	80% favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	62% favorable	72% favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	73% favorable	83% favorable	

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Andrea Ellis	Principal			4/16	4/16	3/19		6/4, 6/6, 6/18, 6/25
Dr. Jennifer DiBello	Assistant Principal			4/16	4/16	3/19		
Karen Earl	Assistant Principal			4/16	4/16	3/19	5/16	
Dominique Frasier	Teacher					3/19		
Michael Payne	Teacher							6/3, 6/4, 6/5, 6/11
Alyssa Stanek	Instructional Coach			4/16	4/16	3/19	5/16	6/3, 6/4, 6/5, 6/11
Kristin Corcoran	Teacher							6/3, 6/4, 6/5, 6/11
Karen Blue	Teacher			4/16	4/16		5/16	
Michelle Mone	Teacher			4/16	4/16			6/3, 6/4, 6/5, 6/11
Meghan Murphy	Teacher							6/4, 6/6, 6/18, 6/25
Andrew Strack	Teacher			4/16	4/16	3/19	5/16	
Melinda O'Connor	Teacher							6/4, 6/6, 6/18, 6/25
Kristina Winschel	Teacher			4/16	4/16	3/19	5/16	6/4, 6/6, 6/18, 6/25
Timothy Shults	Teacher			4/16	4/16	3/19	5/16	6/4, 6/6, 6/18, 6/25
William Wright	Teacher			4/16	4/16	3/19	5/16	
Lucy Bisset	Teacher							
Mary Frontale	Teacher							
Eric Ferguson	Parent – PTO President			4/16	4/16	3/19	5/16	
Khari Zhe-Heimerman	Parent							

## LEARNING AS A TEAM

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

### Student Interviews

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

For the 2023-2024 school year, Ed. Smith introduced schoolwide goal setting in a tiered format to include students, teachers, departments, and all support staff. In addition to the initial goal setting projections completed in September, there were three structured data sessions with teachers, but only two designated sessions for students, which amounted to three for the 2023-2024 school year. The student interviews revealed that students desired more time with teachers to both review and revise their initial goals. Moreover, both the elementary cohort and the middle school cohort of students responded favorably to utilizing all half days as data talk days; however, the data reveal that more deliberate planning and accountability for teachers following through with the student data talks would have impacted student ownership of their goals more positively. As a result, the data showed that 30% of our students felt their teachers were not enthusiastic about engaging with them during the goal setting process.

For the 2024-2-25 school year, Ed. Smith will embark upon its second year of schoolwide goal setting; however, this year, we have selected Personalized Learning Plans as one of our focused Commitments to ensure there is a deeper progress monitoring plan around student ownership of the goal setting process. With the input of students at each grade level, individual student goal booklets were created in June 2024. Our professional development plan will consist of a series of sessions that will support teachers in their understanding of how to conduct student data talks, which will eventually lead to student led conferences for the 2025-2026 school year. The goals this year to improve outcomes for students will continue to include scheduled data conferences, and with the addition of CREW this year, there will be an advisor assigned to cohorts of students. Moreover, we will utilize the Tuning Protocol as a structure to hold the conferences. At the closing of the 2023-2024 school year, a closing survey was administered. The data showed 82% of the staff responded favorably to the staff goal setting process and team data talks; however, 58% felt improvements in the student portion of the data talks would promote more student voice and also empower students to be more conscious about their individual goals. In the development of the 2024-2025 SCEP, we were very deliberate in making sure our actions steps in each of the Commitments emphasized student-centered learning and the alignment of our progress monitoring mechanisms. As such, progress monitoring sessions are set to be conducted four times for the year with full disclosure to stakeholders during student assemblies, faculty meetings, PTO meetings, and monthly SLT sessions.

## 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.**

Ed. Smith was identified as an ATSI school based on the under performance of our Black subgroup of students. The data also showed that our Economically Disadvantaged (ED) students and Hispanic students are "On Watch".

The strategies of goal setting coupled with Student Learning Plans and Personal Check-Ins will support the needs of these subgroups because of the individualized components built into these practices. For the 2024-2025 school year, every student will begin the year by setting both academic and personal goals. They will engage in data conferences at least four times during the school year. Each student will receive an individual goal setting booklet



as a monitoring tool. Ed. Smith has also deepened the parent involvement component of goal setting by designing information sessions for our families to learn about the goal setting initiative to better understand their roles in helping their child reach his projected potential. Commitments 1 and 2 focus heavily on strategies that promote student reflection and student-centered learning. And finally, our PLCs are also designed to support teacher reflection and collaboration, focused on the Accountable Talk strategies that promote student discourse.

This year, schoolwide, Ed. Smith has set subgroup goals for the 2024-2025 school year and has identified triads of subgroup monitors who will report on the progress of their assigned subgroup at intervals and after each NWEA formative assessment. In an effort to make a needed impact on our English Language Proficiency (ELP) scores, there will be a heavier focus on writing across the content areas. Our 2022-2023 data revealed that Ed. Smith missed moving: All, ED, and ELL student groups to proficiency by five hundredths of a percent. Tested students scored .95% in each of these subgroups where 1.00% was the proficiency indicator. Our subgroup monitors are members of our SLT and will work with the administrative team to conduct classroom visits and report out to staff during scheduled meeting sessions to ensure awareness and progress monitoring is transparent and on-going.