Table of Contents – Bookmark Links

OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies *(Refer to Strategy Companion Guide)*	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	**1**	4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	E
		2	Claim, Evidence, & Reasoning	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	**3**	2) PLC: Promoting a Collaborative Culture	R
		4	Tier I or Tier II Intervention Practices	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**	Implementing an Effective Attendance Team	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**	Personalized Student Learning Plans	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.

Key Strategy 1: Accountable Talk – Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Ed Smith].xlsx	**School Lead:** Kris Winschel

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Based on NYS tests and NWEA assessments, academic discourse and higher-level thinking which are outcomes of effective *Accountable Talk* were 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 2024-2025 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 2025-2026 school year, we will expand our work with Accountable Talk Moves. Based on our Needs Assessment, the implementation of Accountable Talk across grade levels and content areas was inconsistent. Our walkthrough tool and staff reflection revealed that staff need additional professional development support in creating lessons rich in Accountable Talk Moves.
Through differentiated professional development opportunities and regular walkthrough cycles we will engage in a continuous improvement feedback cycle with staff. Additionally, this process will positively impact student outcomes across standardized tests by improving students' abilities to discuss their learning. 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.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create and administer a needs assessment to determine staff knowledge and understanding of Year 1 implementation of Accountable Talk.	By August 2025	Karen Earl, Alyssa Stanek	Articles: Accountable Talk, PD Planning Committee, People: Admin., coach Student Discourse Data Collection Tool	🟥
Analyze data and design differentiated professional development sessions on 6-8 week cycles that focus on specific Accountable Talk Domains (Community, Knowledge, Rigorous Thinking)	By Sept. 30, 2025	Karen Earl, Alyssa Stanek, Content Leads	Identifying the articles and excerpts from books Pre-planning meetings in August, PD Planning Committee	🟥
Revise our Student Discourse Data Collection Tool to support gathering data of all three domains of Accountable Talk.	By Sept. 5, 2025	Alyssa Stanek	District PD Team support: Manami, Barber, Content Leads – Finetune existing tool	🟥
Assess the fidelity of implementation by conducting walk-throughs, and collection of data utilizing the Student Discourse Data Collection Tool.	Beginning Oct 2025 and On-going	Andrea Ellis, Karen Earl, Tamara Curry, Jaime Sanjurjo, Alyssa Stanek	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review Look Fors on the Walkthrough tool to calibrate the team.	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

	The electronic Needs Assessment Document	A snapshot of the varying needs of staff members' knowledge of Accountable Talk in order to support further professional development.	
	Scheduled professional development within our PLT calendar	Differentiated professional development with reflective practices in place	
	The revision of the discourse tool that takes in both teacher actions and student actions which aligns to the three domains of Accountable Talk.	A functional Student Discourse Data Collection Tool that aligns with the three domains of Accountable Talk and guides reflective practice.	

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

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

Key Strategy 1: Accountable Talk – Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Ed Smith].xlsx	**School Lead:** Kris Winschel

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Based on NYS tests and NWEA assessments, academic discourse and higher-level thinking which are outcomes of effective *Accountable Talk* were 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 2024-2025 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 2025-2026 school year, we will expand our work with Accountable Talk Moves. Based on our Needs Assessment, the implementation of Accountable Talk across grade levels and content areas was inconsistent. Our walkthrough tool and staff reflection revealed that staff need additional professional development support in creating lessons rich in Accountable Talk Moves.
Through differentiated professional development opportunities and regular walkthrough cycles we will engage in a continuous improvement feedback cycle with staff. Additionally, this process will positively impact student outcomes across standardized tests by improving students' abilities to discuss their learning. 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.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Analysis of the Accountable Talk tool focusing on - Accountability to the three domains from the walkthroughs.	On-going	Alyssa Stanek, Ellis	Assistance of data coach; planned time and coverage for team to engage with and disaggregate the data. People: Admin, Coach, Teacher Leaders	
Create a schedule for intervisitation both internally and externally to support continuous learning and feedback around the three domains of Accountable Talk.	By Nov. 2025	Alyssa Stanek, Kristin Corcoran	Intervisitation form Substitutes, classroom coverage	
Provide professional development and resources based on needs identified through walk-through data, including the reading of articles with aligned strategies and videos of best Accountable Talk practices.	On-going	Alyssa Stanek, Kristin Corcoran	Identify time on the PLC Calendar. People: Admin, Coach, District Inst. Leads.	
Assess the fidelity of implementation by conducting walk-throughs, and collection of data utilizing the Student Discourse Data Collection Tool with a continuous improvement model.	Beginning Oct. 2025 and on-going	Alyssa Stanek, Ellis	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review Look Fors on the Walkthrough tool to calibrate the team.	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

11.30.25	Analysis of the walk-through data showing that all three domains of Accountable Talk are being implemented.	40% of staff members have created opportunities within their lessons to use Accountable Talk.	
11.30.25	A schedule is created and being implemented	20% of staff have been involved in an intervisitation	
12.31.25	Our Professional Development plan includes analysis of Accountable Talk Walk-Through Data	30% of staff are reflecting on their walkthrough feedback as evidenced by the staff survey completed at the monthly Faculty meeting.	

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

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

Key Strategy 1: Accountable Talk – Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Kris Winschel

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Through differentiated professional development opportunities and regular walkthrough cycles we will engage in a continuous improvement feedback cycle with staff. Additionally, this process will positively impact student outcomes across standardized tests by improving students' abilities to discuss their learning. 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.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Highlight teachers whose best practices demonstrate a high degree of implementation and understanding of the three domains of Accountable Talk	On-going	Ellis, Earl	Walkthroughs, Feedback cycles, Learning Lab participation	
Conduct a mid-year data checkpoint (survey) to determine depth of implementation specific to the three domains of Accountable Talk.	By January 2026	Stanek	Assistance of data coach; planned time. People: Admin, Coach, Teacher Leaders	
Fine-tune and differentiate professional development and resources based on needs identified through walk-through data.	On-going	Ellis, Stanek	Assistance of data coach; planned time. People: Admin, Coach, Teacher Leaders	
Assess the fidelity of implementation by conducting walk-throughs, and collection of data utilizing the Student Discourse Data Collection Tool with a continuous improvement model.	on-going	Ellis, Stanek	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review Look Fors on the Walkthrough tool to calibrate the team.	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3.31.26	Walk-through and progress monitoring data	60% of walk-through data collected will indicate an understanding of the three domains	

3.31.26	Mid-year Accountable Talk Survey for students and staff	60% of survey data participants demonstrate an understanding and use of the three domains	
3.31.26	Feedback/Exit Tickets results and comments	60% of the exit tickets will demonstrate that teachers feel the professional development is addressing their individual needs	

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

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

Key Strategy 1: Accountable Talk – Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Kris Winschel

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IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Assess the fidelity of implementation by conducting walk-throughs and collect end-of-year data utilizing the Student Discourse Data Collection Tool with a continuous improvement model.	On-going	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.	
Analyze the end-of-year data to determine depth of implementation specific to the three domains of accountable talk.	By June 2026	Earl, Ellis	Time built into PLCs. Time to prepare the focus and objective of the sessions. People: Ellis, Stanek, Earl	
Present models of success during faculty May and June meetings to close out the final trimester.	By May 2026	Alyssa Stanek, Ellis	Anchor charts, teacher created visuals, manipulatives, sentence stems and other organizers. People: Stanek, Mone, Winschel	
Conduct a closing assessment to determine impact and goal attainment.	By June 2026	Ellis	The initial Needs Assessment and disaggregated data points. People: Ellis, Stanek, Earl	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:

6.15.26	A design and closing showcase of artifacts to celebrate Accountable Talk implementation and growth	85% of our staff will participate in the end of the year Accountable Talk Showcase demonstrating implementation	
6.15.26	Student interviews	Through synthesis, 70% of students will demonstrate how they have used Accountable Talk to deepen their understanding.	
6.15.26	End of year survey	85% of staff responses will indicate a deeper understanding of the three domains.	

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

Key Strategy 2: Claim, Evidence, Reason	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Tim Shults

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses. There is a need to focus on and emphasize writing as an extension of our Commitment –1 work during the 2024-2025 school year. Based on the staff findings, 22% indicate there needs to be a deeper focus on developing critical thinking and reasoning skills. Last year, "Using Graphic Organizers and Scaffolds to Support Diverse Learners", was the 2nd selected strategy in Commitment #1. In analyzing that selection, 78% found this strategy to be favorable in meeting the needs of diverse learners. However, we wanted a deeper alignment to writing across the content area based on our writing scores within the NYS assessments. As a result, the utilization of graphic organizers and that work should "live" within the writing process to help students conceptualize their thinking and processing. Selecting CERs allows for this process and allows for the work to build usage and awareness around scaffolds to continue while reinforcing a deeper connection to Key Strategies of PLCs and Tier 1 and Tier 2 Practice in Commitment #2.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. This is a new strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Gather a baseline, using a rating scale, of what staff know and how they have used CERs.	By Sept. 2025	Ellis, Earl	Based on individual Bridge to Practice activities, CER PD with specific strategies to help fine-tune understanding and practice of all teachers.	
Create and monitor a school-wide CER goal, that will be written into the individual teacher goal-setting process.	By Oct. 2025	Ellis, Earl	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review CER Look Fors on the Walkthrough tool to calibrate the team.	
Participate in CER professional development, including activities around using Content-Based CER practices promoting critical thinking.	Beginning Oct. 2025 and on-going	Alyssa Stanek	PLT calendar, Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review CER Look Fors on the Walkthrough tool to calibrate the team.	
Determine grade level or grade bands common CER graphic organizers to have a collection for teachers to select from for differentiating instruction (ENL, Special Class).	By Oct. 2025	Alyssa Stanek, Ellis	Review of recommended CER graphic organizers, vetting sessions through ILT and SLT, district instructional support	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9.30.25	Collect a baseline through the use of a rating scale such as a CER rubric	50% of our staff have a foundational knowledge of CER writing.	
10.31.25	Goals are written and feedback provided by admin, content leads and the instructional coach	90% of staff have completed their goal-setting template and the feedback process has started by mid-October	
10.31.25	Professional development plan includes sessions on CERs at the elementary and middle levels	The plan is inclusive of differentiated opportunities for CER writing training	

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

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

Key Strategy 2: Claim, Evidence, Reason	SY2526 PD Plan [Ed Smith].xlsx	**School Lead:** Tim Shults

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses. There is a need to focus on and emphasize writing as an extension of our Commitment –1 work during the 2024-2025 school year. Based on the staff findings, 22% indicate there needs to be a deeper focus on developing critical thinking and reasoning skills. Last year, "Using Graphic Organizers and Scaffolds to Support Diverse Learners", was the 2nd selected strategy in Commitment #1. In analyzing that selection, 78% found this strategy to be favorable in meeting the needs of diverse learners. However, we wanted a deeper alignment to writing across the content area based on our writing scores within the NYS assessments. As a result, the utilization of graphic organizers and that work should "live" within the writing process to help students conceptualize their thinking and processing. Selecting CERs allows for this process and allows for the work to build usage and awareness around scaffolds to continue while reinforcing a deeper connection to Key Strategies of PLCs and Tier 1 and Tier 2 Practice in Commitment #2.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. This is a new strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify within each grade level the CER prompts/tasks which are linked to the curriculum/state standards.	By Oct. And on-going	Ellis, Stanek	District content support, Coach, building content leads, PD calendar and PLT scheduled sessions	
Identify any areas within the pacing guide that lack a sufficient amount of CERs writing prompts.	By Oct. 2025	Ellis, Stanek, Earl	District content support, Coach, building content	

			leads, PD calendar and PLT scheduled sessions	
Fill in the gaps with other CER writing resources to supplement the existing content-related curriculum.	By Nov. 2025 and on-going	Alyssa Stanek, Earl, Ellis	District content support, Coach, building content leads, PD calendar and PLT scheduled sessions	
Create grade level or grade level bands CER writing rubrics	By Oct. 2025	Ellis, Earl	Teaching and Learning PD staff, Dist. SS. Dept., Coach and Admin.	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11.1.25	Create rubrics for grade level bands	CER rubrics are reviewed and finalized in our PLTs	
12.1.25	CER tasks are aligned to the state standards	PLTs collaboratively score CER writing tasks utilizing the standard-based 2-point rubric for the NYS ELA assessments.	
12.1.25	Review content area pacing guides during designated PLTs	PLT structure allows participants to identify at least two opportunities per unit to implement CER writing tasks.	

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

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

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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. This is a new strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review videos on best practices of CER writing during PLT and engage in strategies to discuss the best practices.	By January 2026	PLT Members	Articles: Accountable Talk, videos, PD Planning Committee, People: Admin., coach Student Discourse Data Collection Tool	
Analyze student CERs writing samples during PLT to determine level of understanding and next steps.	By February 2026 and on-going	PLT Member	Admin., Coach, Teacher Leaders, Critical Friends Group. Identify time on PLC Calendar. Review Look Fors on the Walkthrough tool to calibrate the team	
Review analysis of CERs with students to create individual CER writing goals.	By the end of February 2026	Classroom teachers	Time during PLTs, Time to Review Goals	
Monitor individual goals that were written about CER writing within the academic day and determine next steps.	By the end of February and on-going	PLT Member	Time during PLTs	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3.31.26	Identify a protocol to support analysis of best practices	80% of staff participate in the collaborative analysis of student work using the Student Work Analysis Protocol.	
3.31.26	PLT time used to analyze student CER writing samples	The analysis of CERs is built into our PLT schedule	

3.31.26	Student CER goals written in their goal-setting booklets	100% of students have CER writing goals within their goal booklets and feedback provided	

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

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

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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. This is a new strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Showcase the CER artifacts that have been used effectively in each classroom throughout the year as a closing practice within the PLT structure.	June 2026	Stanek, Ellis, Earl	Identify time on the PLC Calendar. People: Admin, Coach, District Inst. Leads.	
Teachers participate in a collaborative feedback cycle focused on the analysis of the impact.	By the end of April 2026	Ellis, Stanek, Earl	Identify time on the PLC Calendar. People: Admin, Coach, District Inst. Leads.	
Self-reflection of students' individual CER writing goal is entered into their Goal Booklets.	June 2026	Teachers and staff	Time in Schedule for Reflection	
Collect exit data on the use of CER writing within the academic day	June 2026	Ellis, Corcoran	Assistance of data coach; planned time and coverage for team to engage with and disaggregate the data. People: Admin, Coach, Teacher Leaders	

PROGRESS MONITORING (APRIL – JUNE) Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6.1.26	Artifacts are collected throughout the year to be displayed at the Showcase	80% of staff will have artifacts to display in the end of year showcase	
6.1.26	PLT discussions around the impact of CER writing with student examples	90% of staff will participate in the collaborative PLT discussions on the impact of CER writing	
6.15.26	Goal Booklets are completed by individual students reflecting on their CER writing goal and progress throughout the year.	80% of students were able to write a self-reflection statement noting progress and challenges.	

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

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that over 90% of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

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

Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revisit mission and purpose of PLCs by reviewing common language and refine PLT norms to better fit the needs of newly established teams including when norms are not being followed.	9/15/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Identify specific roles for effective PLTs and support teams in assigning roles to members. (ex. Math Lead, ELA Lead, Progress Monitor Lead, CREW Lead)	9/15/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Unpack the 15-Day Challenge (PLC Cycle 1) identifying the goals of each full cycle and the steps to implement it successfully.	9/30/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Use SIG money to provide professional development over the summer to unpack the first unit for ELA and Math		Alyssa Stanek, Kristin Corcoran	SIG Money, Time to plan, location for PD People: Coach, Content Leads	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/31/25	Staff are able to clearly articulate the mission and purpose of PLCs.	100% of staff can effectively articulate the mission and purpose of PLCs as evidenced by an End of Sprint survey.	
9/30/25	Every PLT is able to create a calendar of roles for each member switching responsibilities mid-year.	100% of PLTs will have a calendar of team roles that switch responsibilities mid-year.	
10/31/25	Staff are able to clearly articulate the goals of the 15-Day Challenge (PLC	100% of staff can effectively articulate the goals of the 15-Day Challenge (PLC	

	Cycle 1) and the specific steps to implement it successfully.	Cycle 1) and the steps to implement it successfully.	

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

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that over 90% of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

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

Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.
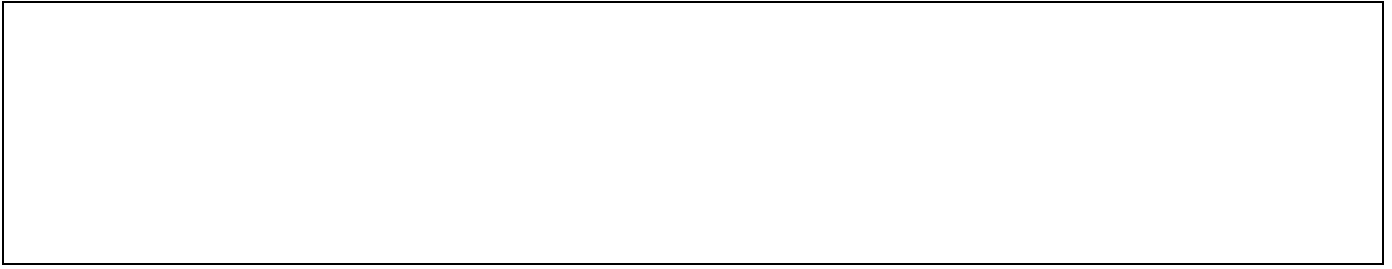
IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Build capacity for PLT members by rotating roles at the end of each cycle to ensure understanding of each role and their importance to the process as a whole.	By 11/30/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Facilitate reflection after each completed PLT cycle to determine successes and areas of need.	By 11/30/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Continue to utilize the steps in the 15-Day Challenge to effectively unpack units, make instructional decisions, and plan Tier II interventions and extensions.	By 12/31/25	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/31/25	Staff are able to identify the various roles of an effective PLT.	100% of PLTs can effectively describe each role of a PLT using the Solution Tree Team Self-Assessment rubric.	
11/30/25	All PLTs have completed one complete PLT cycle.	100% of instructional staff have engaged in at least one full PLT cycle.	
12/31/25	All PLTs complete a reflection after each completed PLT cycle.	At the end of each completed PLT cycle, 100% of PLTs have completed the reflection identifying strengths and areas of growth.	

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

Academic Commitment 2 – Strategy 3   **November - December**

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that over 90% of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

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

Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Build capacity for PLT members by rotating roles at the end of each cycle to ensure understanding of each role and their importance to the process as a whole.	By 2/15/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Facilitate reflection after each completed PLT cycle to determine successes and areas of need.	By 2/15/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Continue to utilize the steps in the 15-Day Challenge to effectively unpack units, make instructional decisions, and plan Tier II interventions and extensions.	By 3/31/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/26	Staff are able to identify the various roles of an effective PLT.	100% of PLTs can effectively describe each role of a PLT and importance to the team as a whole.	
3/31/26	All PLTs have completed at least two PLT cycles effectively unpacking units, making instructional decisions, and planning Tier II interventions and extensions.	100% of staff have engaged in at least two full PLT cycles.	
3/31/26	All PLTs complete a reflection after each completed PLT cycle.	At the end of each completed PLT cycle, 100% of PLTs have completed the reflection identifying strengths and areas of growth.	

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

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that over 90% of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

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

Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Facilitate reflection after each completed PLT cycle to determine successes and areas of need.	By 5/15/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Continue to utilize the steps in the 15-Day Challenge to effectively unpack units, make instructional decisions, and plan Tier II interventions and extensions.	By 5/15/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	
Reflect on the PLT process as a whole for the 2025-2026 school year identifying successes as well as next steps for the 2026-2027 school year.	By 6/15/26	Alyssa Stanek	PLT scheduled sessions People: District Impact Team, Coach, Teacher Leaders	

PROGRESS MONITORING (APRIL – JUNE)			
	Outcome Data		
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/26	All PLTs have completed at least three PLT cycles effectively unpacking units, making instructional decisions, and planning Tier II interventions and extensions.	100% of staff have engaged in at least three full PLT cycles.	
6/15/26	All PLTs complete a reflection after each completed PLT cycle.	At the end of each completed PLT cycle, 100% of PLTs have completed the reflection identifying strengths and areas of growth.	
6/26/26	All staff complete an EOY reflection identifying successes as well as next steps for the 2026-2027 school year	At least 95% of staff have completed the EOY reflection for PLTs.	

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

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

Key Strategy 4: Tier I And Tier II Intervention	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that the majority of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Ensure master schedules adhere to required time needed for high-quality Tier I instruction.	By 9/1/25	Tamara Curry	Money for Scheduling Team	
Set instructional goals based on BOY baseline data.	By 9/30/25	Alyssa Stanek	Time to set instructional goals People: Coach, Teachers	
Collect, analyze and group students for small group instruction in ELA and Math.	By 10/15/25	Alyssa Stanek	Time to analyze and group students People: Coach, Teachers	
Utilize Module Internalization and Task Analysis Protocols for all content areas to be utilized during PLTs and additional PD opportunities.	By 10/31/25	Alyssa Stanek	PLT scheduled sessions People: Coach, Teachers	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/1/25	Master schedule meets the guidelines of the SCSD Instructional Diet in order to ensure enough time for high-quality Tier I instruction.	Master schedule meets or exceeds the minutes for each content area as outlined by the SCSD Instructional diet.	
10/15/25	Teachers will set an instructional goal for themselves based on beginning of the year data and the progress they would like to see made with their students.	100% of teachers have created at least one instructional goal based on their students' BOY data.	

10/15/25	Teachers have created instructional groups for TSG/WIN based on BOY student data.	100% of teachers have created instructional groups for TSG/WIN based on BOY student data.	
10/31/25	Utilize Module Internalization and Task Analysis Protocols for all content areas to be utilized during PLTs and additional PD opportunities.	100% of staff participating in PLTs have utilized module internalization and task analysis protocols to effectively plan for Tier I instruction.	

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

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

Key Strategy 4: Tier I And Tier II Intervention	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that the majority of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Formalize a system of regularly collecting data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets, CERs) to Identify and track student progress in Tier II Intervention.	11/30/25	Alyssa Stanek	Assistance of Data Coach; planned time to create a formalized system	🟥
Monitor implementation of evidence-based instructional practices and effective Tier I instruction using the Ed Smith Walkthrough Tool.	11/30/25	Karen Earl	Identify time in calendar; People: Admin, coach	🟥
Monitor implementation of evidence-based instructional practices and effective Tier II instruction using the Ed Smith Walkthrough Tool.	11/30/25	Karen Earl	Identify time in calendar; People: Admin, coach	🟥
Continue to utilize Module Internalization & Task Analysis Protocols for all content areas in order to strengthen Tier I and Tier II instruction.	11/30/25	Alyssa Stanek	PLT scheduled sessions People: Coach, Teachers	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/31/25	Create and share formalized system of that tracks student progress participating in Tier II interventions.	100% of staff are able to articulate the process for viewing student progress of those participating in Tier II interventions.	
12/31/25	Staff have received feedback regarding Tier I instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier I instruction using the Ed Smith Walkthrough Tool.	
12/31/25	Staff have received feedback regarding Tier II instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier II instruction using the Ed Smith Walkthrough Tool.	

12/31/25	All staff are using the Module Internalization and Task Analysis Protocols during PLTs.	100% of staff participating in PLTs have utilized module internalization and task analysis protocols to effectively plan for Tier I instruction.	

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

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

Key Strategy 4: Tier I And Tier II Intervention	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that the majority of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify and track student progress in Tier II Intervention by continuing to monitor the system of collects data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets, CERs).	3/31/26	Alyssa Stanek	Assistance of Data Coach; planned time to create a formalized system	
Continue to monitor implementation of evidence-based instructional practices and effective Tier I instruction using the Ed Smith Walkthrough Tool.	3/31/26	Ellis, Earl, Stanek	Identify time in calendar; People: Admin, coach	
Continue to monitor implementation of evidence-based instructional practices and effective Tier II instruction using the Ed Smith Walkthrough Tool.	3/31/26	Ellis, Earl, Stanek	Identify time in calendar; People: Admin, coach	
Continue to utilize Module Internalization & Task Analysis Protocols for all content areas in order to strengthen Tier I and Tier II instruction.	3/31/26	Ellis, Earl, Stanek	PLT scheduled sessions People: Coach, Teachers	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Staff are able to effectively speak to students' progress in Tier II interventions.	100% of staff are able to create updated instructional goals for each of their identified students.	
3/31/26	Staff have received feedback regarding Tier I instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier I instruction using the Ed Smith Walkthrough Tool.	
3/31/26	Staff have received feedback regarding Tier II instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier II instruction using the Ed Smith Walkthrough Tool.	
3/31/26	All staff are using the Module Internalization and Task Analysis Protocols during PLTs.	100% of staff participating in PLTs have utilized module internalization and task analysis protocols to effectively plan Tier I instruction.	

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

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

Key Strategy 4: Tier I And Tier II Intervention	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Alyssa Stanek

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? In the 2024-2025 school year, we implemented an 8-week PLC cycle to ensure that teachers were able to regularly collaborate regarding effective instruction and students' academic progress. The Needs Assessment revealed that the majority of teachers were unsure of the PLC process and how to use the four guiding questions effectively. For the 2025–2026 school year, we will refine our PLC process to ensure that teachers are able to lead their own PLTs with fidelity in order to answer the four guiding questions. We will know we are successful when 10 out of 14 PLTs can regularly implement an effective meeting cycle with each of the four guiding questions being addressed.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Although PLTs were introduced in the 2024-2025 school year, there was considerable confusion amongst staff regarding the process. In addition, staff needed additional training to better understand each guiding question and its purpose. In the 2025-2026 school year, we will refine our PLC process by formalizing team roles, protocols, and procedures. In addition, we will model the effective use of PLTs by participating in the 15-Day Challenge and making adjustments in next steps as needed.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to identify and track student progress in Tier II Intervention by continuing to monitor the system of collected data (DIBELS, Castle Learning, Equip, Core Set Fluency, Exit Tickets, CERs).	6/15/26	Alyssa Stanek	Assistance of Data Coach; planned time to create a formalized system	
Continue to monitor implementation of evidence-based instructional practices and effective Tier I instruction using the Ed Smith Walkthrough Tool.	6/15/26	Andrea Ellis, Karen Earl, Tamara Curry, Jaime Sanjurjo	Identify time in calendar; People: Admin, coach	
Continue to monitor implementation of evidence-based instructional practices and effective Tier II instruction using the Ed Smith Walkthrough Tool.	6/15/26	Andrea Ellis, Karen Earl, Tamara Curry, Jaime Sanjurjo	Identify time in calendar; People: Admin, coach	
Reflect on the effectiveness of Tier I and Tier II instruction for the 2025-2026 school year identifying successes as well as next steps for the 2026-2027 school year.	6/30/26	Ellis, Earl, Stanek	PLT scheduled sessions People: Coach, Teachers	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/26	Staff are able to effectively speak to students' progress in Tier II interventions.	100% of staff are able to create updated instructional goals for each of their identified students.	
6/15/26	Staff have received feedback regarding Tier I instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier I instruction using the Ed Smith Walkthrough Tool.	
6/15/26	Staff have received feedback regarding Tier II instruction using the Ed Smith Walkthrough Tool.	100% of staff have received feedback on their Tier II instruction using the Ed Smith Walkthrough Tool.	
6/30/26	Staff have reflected on the effectiveness of Tier I and Tier II instruction in the 2025-2026 school	100% of staff have completed the Tier I and Tier II reflection survey.	

| | year identifying areas of success and areas of growth. | 34 | |

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

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Karen Earl

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Despite efforts to decrease chronic absenteeism, specifically with our identified subgroups, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Black and Multiracial students are 10% and 15% more likely to be chronically absent than their white counterparts and our students with IEPs being 14% more likely to be chronically absent than their counterparts without IEPs.

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 2024-2025 school year, our Attendance Team began using targeted data to minimize chronic absenteeism both overall as well as in our identified subgroups. However, our outcome was not as effective as we intended. For the 2025-2026 school year, we will refine our Attendance Team processes by identifying team roles as they relate to tracking subgroup data as well as streamline targeted supports for students and families to minimize absences as a whole. 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)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Use the 2024-2025 chronic absenteeism data to identify students that missed more than eighteen school days and call each family before the start of the school year to identify any barriers that can be mitigated at the beginning of the school year to improve 2025-2026 attendance.	by 9/1/25	Cameron Cilano	Time to run lists and call families before student arrival, use of Attendance Team	
Use the 2024-2025 absenteeism data to identify students in each subgroup that missed more than ten school days and contact each family before the start of the school year to review the impact of attendance on academic success as well as identify any barriers that can be mitigated to improve attendance in the 2025-2026 school year.	by 9/1/25	Samantha Clemons	Time to run lists and call families before student arrival, use of Attendance Team	
Review organizational chart for the Attendance Team assigning team members to the three intervention levels (yellow (initial need), orange (concerning need), red (danger of chronic absenteeism) to support interventions at the classroom and building level as well as assign team members to oversee attendance for each subgroup and then share with entire staff.	by 9/30/25	Karen Earl	Time during first faculty meeting to present model, Attendance Team to present	
Create a calendar of monthly attendance incentives share with students, family, and staff.	by 9/30/25	Makeba Bean	Attendance Team to create and share calendar with students and staff, money devoted to buy incentive items	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/15/25	A list of students that were chronically absent in the 2024-2025 school year has been generated, and Support Staff	75% of students that were chronically absent in the 2024-2025 school year have been contacted by Support Staff.	

	have contacted each family to mitigate any barriers to regular attendance.		
9/15/25	A list of students in our identified subgroups that missed more than ten school days in the 2024-2025 school year has been generated and Support Staff have contacted each family to mitigate any barriers to regular attendance.	85% of students in identified subgroups that had ten or more absences in the 2024-2025 school year have been contacted by Support Staff.	
9/30/25	The Attendance Team's organizational chart will be shared with the entire faculty.	90% of staff can identify the members based on an end-of-faculty meeting reflection.	
9/30/25	Share a calendar of monthly attendance incentives with students, family, and staff.	100% of families and students have received flyers with monthly attendance incentives.	

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Karen Earl

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Despite efforts to decrease chronic absenteeism, specifically with our identified subgroups, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Black and Multiracial students are 10% and 15% more likely to be chronically absent than their white counterparts and our students with IEPs being 14% more likely to be chronically absent than their counterparts without IEPs.

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 2024-2025 school year, our Attendance Team began using targeted data to minimize chronic absenteeism both overall as well as in our identified subgroups. However, our outcome was not as effective as we intended. For the 2025-2026 school year, we will refine our Attendance Team processes by identifying team roles as they relate to tracking subgroup data as well as streamline targeted supports for students and families to minimize absences as a whole. We will know this has been completed when the chronic absenteeism of students in our subgroups has been reduced by 5%.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Identify the needs of families with students with more than five absences, offer resources, and document this in a shared spreadsheet.	by 12/1	Samantha Clemons	Time for Support Staff to attend Resources Fairs and collaborate with outside agencies. Time to create and populate shared document	
Implement monthly attendance incentives based identified dips in weekly attendance averages as well as days of chronic tardies.	by 12/15	Makeba Bean	Staff to facilitate monthly incentive	
Create then share standing agenda item at monthly faculty meetings and School Leadership Team meetings to share attendance updates including daily percentages, students at-risk of becoming chronically absent as well as sub-group data.	by 11/15	Cameron Cilano	Time to share attendance updates during monthly SLT and faculty meetings, Staff to present	
Implement a weekly audit of attendance to ensure that teachers are accurately taking daily attendance and reconciling it as needed.	by 11/15	Sarah Miller	Time to take daily attendance audits, share with teachers, and check updates.	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Members of Attendance Team regularly use spreadsheet to identify the needs of families with students with more than five absences.	100% of families with students that have five or more absences have been contacted and offered supports that are captured in the shared spreadsheet.	
10/31/25	At least two attendance incentives have been implemented.	100% of students have been invited to at least one attendance incentive.	
10/31/25	Attendance updates are shared at every SLT and Faculty Meeting. Create then share standing agenda item at monthly faculty meetings and School	Attendance updates have been shared at 100% of SLT and Faculty meetings.	

	Leadership Team meetings to share attendance updates including daily percentages, students at-risk of becoming chronically absent as well as sub-group data.		

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

Key Strategy 5: Implementing an Effective Attendance Team	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Karen Earl

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Despite efforts to decrease chronic absenteeism, specifically with our identified subgroups, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Black and Multiracial students are 10% and 15% more likely to be chronically absent than their white counterparts and our students with IEPs being 14% more likely to be chronically absent than their counterparts without IEPs.

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 2024-2025 school year, our Attendance Team began using targeted data to minimize chronic absenteeism both overall as well as in our identified subgroups. However, our outcome was not as effective as we intended. For the 2025-2026 school year, we will refine our Attendance Team processes by identifying team roles as they relate to tracking subgroup data as well as streamline targeted supports for students and families to minimize absences as a whole. We will know this has been completed when the chronic absenteeism of students in our subgroups has been reduced by 5%.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to identify the needs of families with students with more than eight absences, offer resources, and document this in a shared spreadsheet.	By 3/31	Samantha Clemons	Time for Support Staff to attend Resources Fairs and collaborate with outside agencies. Time to create and populate shared document	
Continue to implement monthly attendance incentives based identified dips in weekly attendance averages as well as days of chronic tardies.	By 3/31	Makeba Bean	Staff to facilitate monthly incentive	
Continue to share standing agenda item at monthly faculty meetings and School Leadership Team meetings to share attendance updates including daily percentages, students at-risk of becoming chronically absent as well as sub-group data.	By 3/31	Cameron Cilano	Time to share attendance updates during monthly SLT and faculty meetings, Staff to present	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Members of Attendance Team regularly use spreadsheet to identify the needs of families with students with more than eight absences.	100% of families with students that have five or more absences have been contacted and offered supports that are captured in the shared spreadsheet.	
3/31/26	At least four attendance incentives have been implemented.	100% of students have been invited to at least two attendance incentives.	
3/31/26	Attendance updates are shared at every SLT and Faculty Meeting.	Attendance updates have been shared at 100% of SLT and Faculty meetings.	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	[SY2526 PD Plan [Ed Smith].xlsx](#)	**School Lead:** Karen Earl

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Despite efforts to decrease chronic absenteeism, specifically with our identified subgroups, our Needs Assessment revealed that Ed Smith continues to struggle with disproportionality. In fact, the Needs Assessment revealed that our Black and Multiracial students are 10% and 15% more likely to be chronically absent than their white counterparts and our students with IEPs being 14% more likely to be chronically absent than their counterparts without IEPs.
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 2024-2025 school year, our Attendance Team began using targeted data to minimize chronic absenteeism both overall as well as in our identified subgroups. However, our outcome was not as effective as we intended. For the 2025-2026 school year, we will refine our Attendance Team processes by identifying team roles as they relate to tracking subgroup data as well as streamline targeted supports for students and families to minimize absences as a whole. We will know this has been completed when the chronic absenteeism of students in our subgroups has been reduced by 5%.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to identify the needs of families with students with more than twelve absences, offer resources, and document this in a shared spreadsheet and then conduct an audit to determine if students connected to resources had better attendance than those that did not.	By 6/15	Samantha Clemons	Time for Support Staff to attend Resources Fairs and collaborate with outside agencies. Time to create and populate shared document	
Continue to implement monthly attendance incentives based identified dips in weekly attendance averages as well as days of chronic tardies and conduct audit to determine if incentives improved attendance or tardies on these identified days.	By 6/15	Makeba Bean	Staff to facilitate monthly incentive	
Continue to share standing agenda item at monthly faculty meetings and School Leadership Team meetings to share attendance updates including daily percentages, students at-risk of becoming chronically absent as well as sub-group data.	By 6/15	Cameron Cilano	Time to share attendance updates during monthly SLT and faculty meetings, Staff to present	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/26	Members of Attendance Team regularly use spreadsheet to identify the needs of families with students with more than ten absences.	100% of families with students that have five or more absences have been contacted and offered supports that are captured in the shared spreadsheet.	
6/15/26	At least six attendance incentives have been implemented.	100% of students have been invited to at least two attendance incentives.	
6/15/26	Attendance updates are shared at every SLT and Faculty Meeting.	Attendance updates have been shared at 100% of SLT and Faculty meetings.	

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

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

Key Strategy 6: Personalized Learning Plans	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Mary Frontale

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

According to our Needs Assessment, 65% of students including those in our identified subgroups are still performing below grade-level on New York State assessments as well as NWEA and DIBELS.

For the 2025-2026 school year, we have chosen to expand the use of Personalized Learning Plans in order for students to establish and track their own goals related to academics, attendance, and behavior and build a sense of ownership and accountability for their progress in these areas.

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 2024-2025 school year, we utilized student goalsetting booklets to help students create and monitor their academic goals. In the 2025-2026 school year, we will expand this work by adding students' goals for attendance and behavior as well as formalizing the process for students to track and share their progress with stakeholders.

We will know we have been successful when 75% of students can speak to at least one goal and their progress towards meeting it.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create a calendar of quarterly goal setting and progress monitoring meetings to be used to establish and monitor student goals in academics, attendance, and behavior.	By 9/1/25	Jaime Sanjurjo	Time for Commitment 4 Team to create calendar	
Distribute and review goal setting books to grade level teams by revisiting expectations for their use with students by establishing and tracking progress towards goals on a quarterly basis.	By 9/15/25	Alyssa Stanek	Time during class to talk the goals PD from coach to review the use of the tracker with grade level teams.	
Define the benefits of goal setting and collaborate with students to develop individualized goals for academics, attendance, and behavior.	By 10/1/25	Mary Frontale	Time during class	
Audit the effective teacher and student use of goal setting books by sharing student progress at Triage meetings and quarterly Data Checkpoints.	By 10/31/25	Marisa Wysocki	Time during triage	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/30/25	A calendar of quarterly goal setting and progress monitoring has been created by the Commitment 4 Team.	100% of teachers have received a calendar of quarterly goal setting and progress monitoring at the September Faculty meeting.	
9/30/25	All students have received a goal setting booklet and have discussed the importance of goal setting with their class.	100% of students have received a goal setting booklet and have created at least one initial goal.	
10/31/25	Audit the effective teacher and student use of goal setting books by sharing student progress at Triage	100% of staff have shared the use of their students' goal setting booklets to target academic, attendance, and/or	

| | meetings and quarterly Data Checkpoints. | behavior goals at the quarterly Data checkpoint. | |

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

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

Key Strategy 6: Personalized Learning Plans	SY2526 PD Plan [Ed Smith].xlsx	School Lead: Mary Frontale

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
According to our Needs Assessment, 65% of students including those in our identified subgroups are still performing below grade-level on New York State assessments as well as NWEA and DIBELS.
For the 2025-2026 school year, we have chosen to expand the use of Personalized Learning Plans in order for students to establish and track their own goals related to academics, attendance, and behavior and build a sense of ownership and accountability for their progress in these areas.

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 2024-2025 school year, we utilized student goalsetting booklets to help students create and monitor their academic goals. In the 2025-2026 school year, we will expand this work by adding students' goals for attendance and behavior as well as formalizing the process for students to track and share their progress with stakeholders.
We will know we have been successful when 75% of students can speak to at least one goal and their progress towards meeting it.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conference with students to set marking period goals for academics, attendance, behavior.	By 11/15/25	Mary Frontale	Time to schedule and implement conferences	
Implement a formalized progress-monitoring checkpoint for students to share their marking period goals and gains with administrators, interventionists, and other related staff.	By 12/31/25	Alyssa Stanek	Time to have students and staff progress monitor goals, Staff to support goal setting and progress monitoring process	
Continue to audit the effective teacher and student use of goal setting books by sharing student progress at Triage meetings and quarterly Data Checkpoints and providing support to those teachers that need it.	By 12/31/25	Marisa Wysocki	Time during triage or scheduled data check points	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/15/25	Every student has participated in an initial data conference with an adult to set marking period goals for academics, attendance, and/or behavior.	100% of students have created an initial goal using their goal setting booklet.	
12/31/25	Implement a formalized progress-monitoring checkpoint conference for students to share their marking period goals and gains.	100% of students have participated in a data conference to share their marking period goals and gains.	
12/31/25	Walkthrough data indicates that most teachers are regularly using the goal setting booklets to help students track their data.	Based on walkthrough data, 75% of students have created and progress monitored at least one goal regularly.	

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

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

Key Strategy 6: Personalized Student Learning Plans	SY2526 PD Plan [Ed Smith].xlsx	**School Lead:** Mary Frontale

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
According to our Needs Assessment, 65% of students including those in our identified subgroups are still performing below grade-level on New York State assessments as well as NWEA and DIBELS.   For the 2025-2026 school year, we have chosen to expand the use of Personalized Learning Plans in order for students to establish and track their own goals related to academics, attendance, and behavior and build a sense of ownership and accountability for their progress in these areas.
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 2024-2025 school year, we utilized student goalsetting booklets to help students create and monitor their academic goals. In the 2025-2026 school year, we will expand this work by adding students' goals for attendance and behavior as well as formalizing the process for students to track and share their progress with stakeholders.   We will know we have been successful when 75% of students can speak to at least one goal and their progress towards meeting it.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to conference with students to set marking period goals for academics, attendance, behavior.	by 1/31/26	Mary Frontale	Time to implement conferences, staff to help support conferences	
Continue to implement a formalized progress-monitoring checkpoint for students to share their marking period goals and gains with administrators, interventionists, and other related staff.	by 3/31/26	Alyssa Stanek	Time to have students and staff progress monitor goals, Staff to support goal setting and progress monitoring process	
Continue to audit the effective teacher and student use of goal setting books by sharing student progress at Triage meetings and quarterly Data Checkpoints and providing support to those teachers that need it.	by 3/31/26	Marisa Wysocki	Time to have staff reflect on their practice and create next steps	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/31/26	Every student has participated in at least two data conferences with an adult to set marking period goals for academics, attendance, and/or behavior and share progress towards those goals.	100% of students have participated in at least two goal setting conferences referencing their goal setting booklet.	
3/31/26	Walkthrough data indicates that the majority of teachers are regularly using the goal setting booklets to help students track their data.	Based on walkthrough data, 2 out of 3 students in any classroom can effectively articulate an instructional goal and their progress towards meeting it.	

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

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

Key Strategy 6: Personalized Student Learning Plans	[SY2526 PD Plan [Ed Smith].xlsx](#)	**School Lead:** Mary Frontale

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
According to our Needs Assessment, 65% of students including those in our identified subgroups are still performing below grade-level on New York State assessments as well as NWEA and DIBELS.   For the 2025-2026 school year, we have chosen to expand the use of Personalized Learning Plans in order for students to establish and track their own goals related to academics, attendance, and behavior and build a sense of ownership and accountability for their progress in these areas.
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 2024-2025 school year, we utilized student goalsetting booklets to help students create and monitor their academic goals. In the 2025-2026 school year, we will expand this work by adding students' goals for attendance and behavior as well as formalizing the process for students to track and share their progress with stakeholders.   We will know we have been successful when 75% of students can speak to at least one goal and their progress towards meeting it.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to conference with students to set marking period goals for academics, attendance, behavior.	B5/1/26	Mary Frontale	Time to implement conferences, staff to help support conferences	
Continue to implement a formalized progress-monitoring checkpoint for students to share their marking period goals and gains with administrators, interventionists, and other related staff.	By 6/1/26	Alyssa Stanek	Time to have students and staff progress monitor goals, Staff to support goal setting and progress monitoring process	
Implement a staff and student survey to determine if the use of goal setting booklets and how it impacted students' academic, attendance, and behavior in the 2025–2026 school year.	By 6/30/26	Marisa Wysocki	Time to have staff reflect on their practice and create next steps	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/15/26	Every student has participated in at least three data conferences with an adult to set marking period goals for academics, attendance, and/or behavior and share progress towards those goals.	95% of students have participated in at least three goal setting conferences referencing their goal setting booklet.	
6/15/26	Walkthrough data indicates that the majority of teachers are regularly using the goal setting booklets to help students track their data.	Based on walkthrough data, 3 out of 3 students in any classroom can effectively articulate an instructional goal and their progress towards meeting it.	
6/15/26	Staff and students share how goal setting booklets have impacted students' academic, attendance, and behavior in the 2025 –2026 school year.	100% of staff and students have completed the goal setting booklet survey.	

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

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	78% Agree & Strongly Agree	90% Agree & Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	78% Agree & Strongly Agree	90% Agree & 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.	78% Agree & Strongly Agree	90% Agree & Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	72% Agree & Strongly Agree	85% Agree & Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	78% Agree & Strongly Agree	90% Agree & Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	84% Agree & Strongly Agree	92% Agree & Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	78% Agree & Strongly Agree	90% Agree & Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	66% Agree & Strongly Agree	78% Agree & Strongly Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	73% Agree & Strongly Agree	86% Agree & Strongly Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	78% Agree & Strongly Agree	90% Agree & Strongly Agree	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	37% Favorable	57% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	15% Favorable	10% Favorable	
3	How often do students get into physical fights at your school? (SC2)	30% Favorable	15% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	67% Favorable	44% Favorable	
5	How often do you worry about violence at your school? (SC4)	45 % Favorable	30% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	50% Favorable	30% Favorable	
7	How much support do the adults at your school give you? (SB2)	55% Favorable	75% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	48% Favorable	68% Favorable	
9	How excited would you be to have your teacher again? (TSR4)	44% Favorable	60% Favorable	

End Of Year Survey

		2024-25 Results	2025-26 Desired Results	Actual Results
10	How respectful is your teacher towards you? (TSR1)	63% Favorable	80% Favorable	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	40 % Favorable	20% 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 students? (BE8)	31% Favorable	20% 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)	25% Favorable	10 % Favorable	
4	How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	24% Favorable	15% 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)	46 % Favorable	30% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	69% Favorable	85% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	58% Favorable	75% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	73% Favorable	85% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	76% Favorable	85% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	70% Favorable	85% Favorable	

EVIDENCE-BASED INTERVENTION

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

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26

End Of Year Survey

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

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Andrea Ellis-Smith	Principal	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Karen Earl	Vice Principal	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Tamara Curry	Vice Principal	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Jaime Sanjurjo	Admin Intern	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Alyssa Stanek	Inst. Coach	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Kristin Corcoran	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Karen Blue	Teacher/DEB	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30
Elizabth Abdo	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Kris Winschel	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Timothy Shults	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Jennifer Park	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Samantha Clemons	Social Worker	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Matthew DiSanto-Rose	School Psychologist Intern	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/9, 5/16, 5/23, 5/30, 6/3
Cameron Cilano	School Counselor	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/23, 5/27, 6/3, 6/7

SCEP Development Team

Breanne Muller	Teacher Assistant	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/23, 5/27, 6/3,
Marisa Wysocki	Social Worker	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	2/7, 3/28, 4/4, 5/16, 5/23
William Wright	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	2/7, 3/28, 4/4, 5/16, 5/23
Mary Frontale	Teacher	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	2/7, 3/28, 4/4, 5/16,
Kimberly Kosakowski	School Psychologist	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	2/7, 3/28, 4/4, 5/16, 5/23
George Savage	Teacher Assistant	3/12/25	5/9/25	5/14/25	5/14/25	5/16/25	5/21/25, 6/2/25	5/16, 5/23

SCEP Development Team

LEARNING AS A TEAM

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

Student Interviews

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

A guiding principle of our SCEP is to ensure student voice is central to the actions being developed in the SCEP. In the SCEP development process, we consciously ensure that teacher actions foster building strong and collaborative classroom communities where students demonstrate a high degree of engagement and think critically as learners. Utilizing our student interviews, we were able to see the desired actions from the students' perspective. There express inconsistencies in fostering this mission. Students gave clear and honest feedback around the goal-setting process and the consistency they need to improve their academic outcomes. Additionally, students stated they want a greater emphasis on strong CREW and morning circle structures. As a result, the Commitment Teams analyzed the action steps to ensure each Sprint consisted of progress monitoring aligned to student voice and collaboration.

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 has an ATSI designation based on our Black, Economically Disadvantaged (ED), and Special Education students. As a strategy, we have elected to focus on strengthening Tier I and Tier II instruction to align these strategies to our PLT Plan. We believe that if teachers strengthen how they plan for instruction and utilize the PLC structure to do so, we will take a proactive approach to planning and differentiating instruction and interventions. Additionally, our school-wide goal setting strategies heavily focus on analyzing subgroup data, which will be closely monitored throughout the year. There are four (4) data talk sessions built into the SCEP that will include the analysis and progress monitoring of subgroup performance. Four times during the year, teachers and grade level team will be required to articulate the progress of the monitored subgroups and identified students.