



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Frazer PreK-8	Latrina Brumfield	PreK-8	CSI

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

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Latrina Brumfield	Principal
2	Jessica Corasaniti	Vice Principal
3	Stan Whalen	Vice Principal
4	Jontea Florance	Vice Principal
5	Sarah Craft	DEB lead/8 th Social Studies
6	Stephanie Touran	Content Liaison/2 nd grade teacher
7	Ashley Malley	Administrative Intern
8	Teresa Sauro	Instructional Coach
9	Audrey Eipp	1 st grade teacher
10	Diana Ebner	AIS ELA
11	Meghan D’Orsogna	ENL Teacher
12	Lisa Saka	AIS ELA
13	Amanda Brogan	7 th Grade Social Studies
14	Sarah Lambert	AIS Math
15	Sarah Whelan	8 th grade consultant teacher
16	Rachel Sheer	6 th grade Science
17	Cathy Louer	Library Media Specialist
18	Jill Monteleone	Reading Interventionist
19	Amy Vargason	6 th grade Math
21	Matthew Andino	6 th grade consultant teacher
22	Curtis Patterson	5 th grade teacher
23	Jazlynn Sanchez	Parent
24	Meghan Duvol	Parent

[2025-26 SCEP Guidance](#)

Link To Your School’s 2025-26 Professional Development Plan	SY2526 PD Plan [Frazer].xlsx
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OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p>Goals will be developed after all 2024-25 data are available</p> </div>
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies <i>(Refer to Strategy Companion Guide)</i>	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	Effective Unit and Lesson Planning	E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	2) PLC: Promoting a Collaborative Culture	E
		4	Tier I or Tier II Intervention Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	E
4	This school is committed to aligning and maximizing resources to serve and impact each student’s needs.	6	Staff to Student Check-ins	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 [Frazer].xlsx	School Lead: T.Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

When looking at walk through data for the 2024-2025 school year, we determined most classrooms demonstrated a solid understanding of the community piece of AT. We would like to build on our progress by pushing the knowledge and rigor aspects of AT.

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

While our walk-through tools show consistent implementation of community-building aspects of accountable talk, we are now **expanding** our focus to include the intentional use of knowledge and rigorous thinking. This includes prompting students to support their ideas with evidence, make connections across text, and engage in higher order questions during discussions.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish shared understanding of accountable talk and begin consistent classroom implementation with professional learning refresher. What does accountable talk look like/sound like across grade level bands. Introduce sentence stems and discussion norms (adjusted for developmental levels)	September-October	J. Corasaniti T. Sauro	Thursday PD Days Tuesday PLT's with instructional coach	
Monitor teacher lesson plans looking for embedded accountable talk prompts that focus on knowledge and rigor- provide monthly feedback around questioning	October 1	J. Corasaniti S. Whalen T. Florence k-2 admin T. Sauro	OneDrive lesson plan folder PLT's- planning questioning	
Establish classroom routines to support accountable talk; teachers introduce and model accountable talk routines with class.	October 1	Classroom teachers	PLC planning with instructional coach	
Conduct walkthroughs using accountable talk walk through tool. Embed peer walk throughs on a quarterly cycle to build capacity	October 1	ILT Admin team T. Sauro	PLC planning District accountable talk tool	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/30	Teachers are explicitly modeling and reinforcing talk norms and use of academic language during lessons	Walk through & observation data shows at least 70% of classrooms incorporating accountable talk structures	
10/30	PLC Artifacts show intentional planning for student talk aligned to content objectives in subject areas	100% of grade level teams have identified discussion norms and talk goals in their weekly plans	
10/30	During walk throughs, we hope to see depth of response in open-ended tasks or writing prompts	Formative data shows students written and oral explanations using content vocabulary	

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 [Frazer].xlsx	School Lead:
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? When looking at walk through data for the 2024-2025 school year, we determined most classrooms demonstrated a solid understanding of the community piece of AT. We would like to build on our progress by pushing the knowledge and rigor aspects of AT.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. While our walk-through tools show consistent implementation of community-building aspects of accountable talk, we are now **expanding** our focus to include the intentional use of knowledge and rigorous thinking. This includes prompting students to support their ideas with evidence, make connections across text, and engage in higher order questions during discussions.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish coaching cycles with instructional coach to model academic discussions during live lessons. Provide teachers with targeted coaching for teams/teachers needing support.	2x per week beginning 11/3	Content liaisons T. Sauro Teachers	ILT PLC planning Peer coaching time (every other Friday)	
Improve student engagement with self-monitoring rubrics or discussion trackers (3-8 individual and k-2 whole class)	11/3-12/19	Students Teachers	Student facing rubric for discussion for reflection Kindergarten Rubric First and second rubric 3-5 rubric 6-8 rubric	
Review student work and assessments to identify how talk is supporting thinking. Utilize PLC time to reflect on student participation and plan next steps.	11/3-12/19	Teachers Instructional coach	Teachers Instructional Coach PLC	
Analyze who is participating in discussions to ensure all voices are heard, address barriers to discussion for students and plan for inclusion of all students with CT and/or ENL teachers (IEP & ENL).	11/3-12/19	Teachers Instructional Coach	Teachers Instructional Coach PLC	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
December 19	Classroom discourse moves from teacher dominated to student-driven, with multiple students engaging in back-and-forth dialogue around content.	Walk through data indicates 80% of classrooms are scoring a level 3 on the district accountable talk walk through tool (question 9)	
December 19	Writing samples, math explanations, and reading responses reflect use of academic vocabulary modeled in accountable talk	80% of student work samples demonstrate academic language usage and logical reasoning	.
December 19	Teacher plans reflect explicit plannings for structured discourse routines and questioning	During walk throughs 80% of teachers score level 3 on Task demand question on district walk through tool	

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

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Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Frazer].xlsx	School Lead: T. Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Based on the data from our 2024-2025 accountable talk walk throughs this strategy is the appropriate next step because overall teachers demonstrated proficiency in the community portion of accountable talk, our goals are to balance knowledge and rigor and improve its implementation in classrooms across Frazer.

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

While our walk-through tools show consistent implementation of community-building aspects of accountable talk, we are now **expanding** our focus to include the intentional use of knowledge and rigorous thinking. This includes prompting students to support their ideas with evidence, make connections across text, and engage in higher order questions during discussions.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Introduce structured academic discussions like Socratic seminars, fishbowls and/or debates and promote student-led discussion roles.	Jan 5- ongoing	T. Sauro	PLC time for planning.	
Expand rigor by supporting students use of text-based evidence and vocabulary in discussions across content areas	Jan 5- ongoing	Teachers T. Sauro	PLC time for planning	
Incorporate accountable talk in formative assessment using discussion rubrics aligned to standards	Jan 5- ongoing	Classroom teachers	Use of level rubrics attached in August-October sprint.	
Share strategies with families to support rich conversations at home during our Literacy night family engagement event.	Jan 22 nd	T. Sauro J. Corasaniti	Literacy night family engagement	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Students demonstrating greater independence in initiating and sustaining discussions, evidenced by longer exchanges and more turns per topic	Walk through data shows at least 75% of observed lessons include structured opportunities for student-to-student discussion using academic language	
By 3/31	Student oral responses become more precise, reasoned, and aligned to content, reflected in higher rubric scores and/or improved written response	Over 80% of students in grades 3-8 are observed using self-reflection tools during group discussions	s
By 3/31	Students set and meet weekly engagement goals and report greater confidence sharing ideas	Over 80% of students in grades 3-8 are observed using self-reflection tools during group discussions	

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	SY2526 PD Plan [Frazer].xlsx	School Lead: T.Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
Based on the data from our 2024-2025 accountable talk walk throughs this strategy is the appropriate next step because overall teachers demonstrated proficiency in the community portion of accountable talk, our goals are to balance knowledge and rigor and improve its implementation in classrooms across Frazer.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While our walk-through tools show consistent implementation of community-building aspects of accountable talk, we are now **expanding** our focus to include the intentional use of knowledge and rigorous thinking. This includes prompting students to support their ideas with evidence, make connections across text, and engage in higher order questions during discussions.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Host student led academic conversations at our May Data and Donuts.	By 5/29	Grade level admin	Grade Level Admin Student Data Booklets	
Evaluate progress using walk through data, student surveys and work samples.	4/6-6/18	Grade Level Admin	Grade Level Admin	
Highlight student growth during our June staff meeting (NWEA)	6/17	Grade Level Admin	Grade Level Admin	
Identify staff leaders to champion accountable talk in 2026-2027 school year.	By 6/26	Grade Level Admin Instructional Coach	Grade Level Admin Instructional Coach	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/18	Students demonstrating greater independence in initiating and sustaining discussions, evidenced by longer exchanges and more turns per topic	Walk through data shows 100% of observed lessons include structured opportunities for student-to-student discussion using academic language	
6/18	Improvement in ownership and reflection for students own academic success	100% of students have had at least 2 student led academic conversations with either admin during data and donuts or their classroom teacher	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	SY2526 PD Plan [Frazer].xlsx	School Lead: T.Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Overall, our data shows the majority of our students are not proficient in either ELA or Math. When looking at NYS data for ELA, 13% of our students in grades 3-8 are proficient and 9% are proficient in Math. Other data such as NWEA and DIBELS mirror this, with the majority of the students being red or intensive. Effective unit and lesson planning is the right key strategy as it will elevate the quality of unit design and improve differentiation and engagement.

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

We will expand this strategy by focusing on alignment between plans, instruction, and student outcomes.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Begin preparing for high impact instruction by unpacking priority standards and align units to student needs based on EOY NWEA data	July-Aug	7 th and 8 th grade Teachers	SIG budget	
Launch PD on backwards design and align objectives to standards. Define non-negotiables for lesson planning, unpack priority standards by grade and content area for initial units.	8/27-9/30	SLT	PD Teachers K-8 Instructional Coach	
Deliver professional development to school staff around a common understanding of planning and unpacking units and lessons. Create a shared digital space for collaborative planning. (OneDrive)	8/27-9/30	Instructional Coach	PD	
Launch PLC time dedicated to collaborative unit planning beginning with priority standards in ELA and Math	8/27-9/30	Grade level Teams	PLTs Grade Level Teams	
Conduct instructional walkthroughs focused on lesson structure and alignment to learning objectives; provide targeted feedback.	9/3-10/31	Grade level admin Instructional Coach	Grade Level Admin Instructional Coach	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By end of September	Teachers use backwards design in their lesson planning. Teachers having all components of agreed upon non-negotiables in their lesson plans.	90% of staff receive PD on backwards design. Develop non-negotiables for lesson planning with SLT.	
By end of September	Targets posted in classrooms and PLT spaces. All teachers are able to speak to end of year goals. Students are progress monitored and given feedback on if they will meet end of year targets.	100% of Grade level and content teams Create end of year learning targets as a team for ELA and Math and post in PLT space.	
September-October	All non-negotiables in place. Pacing on track. Walk throughs reflect lesson plans	100% of teachers receive feedback on their lesson plans from their grade level admin at least 1 time a month.	

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: Effective Unit and Lesson Planning	SY2526 PD Plan [Frazer].xlsx	School Lead: T.Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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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.

We will expand this strategy by focusing on alignment between plans, instruction, and student outcomes.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review and refine unit pacing guides with consistent learning targets and formative assessments across all grades	11/3-12/19	Content Liaisons	PD District Coaches Content Liaisons	
Utilize peer coaches and instructional coach to support planning cycles through co-planning and modeling.	11/3-12/19	Grade level Teams	Teachers PLT	
Use data from interim assessments to revise upcoming units and lessons, ensuring instruction meets the needs of all learners	11/3-12/19	Teachers Instructional Coach Gradel level Admin	Teachers PLT	
Begin creating a library of high-leverage model lessons and instructional resources for teacher access and reference	11/3-12/19	T. Sauro	Frazer Padlet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 12/19	Students receiving targeted instruction will increase proficiency based on items in data dashboard, NWEA and DIBELS, CERs	42 students in k-8 move from Spring 2025 41 st -60 th percentile ranking to 61 st -80 th percentile ranking in Math on the MOY NWEA assessment. 33 students in 3-8 move from Spring 2025 41 st -60 th percentile ranking to 61 st -80 th percentile ranking in ELA on the MOY NWEA assessment. By MOY benchmark 40% of Kindergarten students will be proficient in CLS probe 28 Students will be proficient according to composite measure in 1 st grade 2025-2026 MOY benchmark 34 Students will be proficient according to composite measure in 2 nd grade 2025-2026 MOY benchmark	
11/3-12/19	More inclusive and differentiated learning. varied teaching methods, activities, and resources to cater to	100% of classroom teachers receive Walkthroughs and lesson plan checks	

	individual student needs and learning styles.	around differentiation and instructional strategies	
On going	Alignment across grade levels	90% of grade level teams submit common pacing guides with embedded formative checkpoints	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	SY2526 PD Plan [Frazer].xlsx	School Lead: T.Sauro
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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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.

As a key strategy to address tier 1 instructional gaps, we are refining our unit and lesson planning process to ensure instruction is aligned, intentional, and responsive to student needs. This work is critical because the majority of our students are currently performing significantly below grade level expectations, and high-quality planning is essential to accelerating their growth.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use student data (e.g., NWEA, classroom formative checks) to plan reteaching and small group instruction.	1/5-3/27	Teachers Grade Level Admin	PLT Teachers Instructional Coach	
Use IEP goals, 504, and ENL accommodations to guide lesson differentiation.	1/5-3/27	Teachers Grade level admin	Teachers PLT	
Provide planning-based coaching cycles as needed – focusing on lesson execution and student understanding.	1/5-3/27	Instructional Coach	Coaching Cycles	
Include student-friendly learning goals and reflection tasks in all lessons to support metacognition and ownership.	1/5-3/27	Teachers Coaches	PLT	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 3/31	Diverse learners more engaged and increased performance on formative assessment	100% of teams include differentiation strategies in at least one unit plan per quarter	
By 3/31	Student proficiency increases on CER's, math module assessments, and DIBELS progress monitoring.	70% of students receiving intervention or small group support show growth on curriculum-based measures	

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

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

Key Strategy 2: Effective Unit and Lesson Planning	SY2526 PD Plan [Frazer].xlsx	School Lead:
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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As a key strategy to address tier 1 instructional gaps, we are refining our unit and lesson planning process to ensure instruction is aligned, intentional, and responsive to student needs. This work is critical because the majority of our students are currently performing significantly below grade level expectations, and high-quality planning is essential to accelerating their growth.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze mid-year and spring benchmark data in grade level PLTs to revise and enhance existing units, with focus on supporting below grade level learners through scaffolds and enrichment opportunities	4/6-6/18	Content liaisons teachers	PLT Content Liaisons	
Conduct peer led walk throughs with ILT focused on identifying evidence of strong planning and instruction (alignment, clarify, scaffolds) use a reflection tool to guide team debriefs and action steps to consider	4/6-6/18	Teachers Instructional coach	PLT Teachers	
Curate exemplary lessons and unit plans for Frazer padlet. All staff will use this as a resource hub for model lesson and unit plans	5/1-6/18	Teachers Instructional Coach	PLT Teachers Instructional Coach	
Host a planning for student growth celebration where teams share student data stories, highlight effective instructional shifts, and recognize teacher contributions to improved student outcomes.	June 5 th /June 12 th	Teacher	PLC NWEA Data DIBELS data	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/18	Revised lessons are shared on Frazer instructional Padlet and utilized by teachers for the 2025-2026 school year to improve and streamline instruction	90% of grade level teams revise at least one unit based on student data analysis and peer feedback	
By 6/18	Increased collaboration among staff to refine lessons and tier 1 instructional practices	At least 85% of teachers participate in reflective planning walk throughs or contribute to the shared planning hub	
By 6/18	NWEA data shows improvement for students based on improved teacher planning and collaboration	Final NWEA data shows measurable growth for at least 50% of students from initial BOY NWEA	
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: Promoting a collaborative culture	SY2526 PD Plan [Frazer].xlsx	School Lead: J. Corasaniti
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Promoting a collaborative culture among staff positively impacts students by creating more consistent, aligned, and effective instruction. When teachers work together to plan, analyze data, and share best practices, they're better equipped to meet students' needs and respond to learning gaps.

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

We are expanding this strategy to ensure collective responsibility to improve tier 1 instruction and stronger academic outcomes for students across all grade levels.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Introduce/revisit the school's vision, mission and SCEPT Priorities in opening days-including building wide collective commitments.	8/27-9/2	admin	PD	
Establish norms with each team Which includes active participation & data-driven dialogue. Teams will also determine the ways they hold each other accountable, and how they will make decisions. Provide a consistent agenda template and meeting structure with names and roles. Utilize PLC coach to complete this work	By 9/26	Grade Level Admin Instructional Coach	Lorrie Hulbert	
Support teams in setting short term SMART goals tied to student data and SCEPT priorities. First quarter will focus on DIBELS predominant measure. Teams will assess, create a goal, and evaluate student performance.	9/22-10/31	Grade Level Admin Instructional Coach	PLT DIBELS SWAT Team	
Admin/instructional coaches observe team PLC's and classroom instruction to provide feedback and identify support needed. Use observation data to adjust PD & coaching	9/8-10/31	Grade level admin Instructional coach		
Celebrate individuals or teams modeling strong collaborative practices at monthly staff meeting	10/31	Grade level admin Instructional coach		

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
August	Cohesive teams are better equipped to identify learning gaps, align strategies, and ensure consistency across classrooms.	100% staff attendance at opening days, >80% of staff report increased clarity on PLC expectations and norms are developed and displayed.	
Sept.	Teachers using the PLT cycle to set short term goals to monitor student learning and identify appropriate intervention/enrichment strategies	100% of GL teams and content teams create Short term SMART goals tied to SCEPT and student data	

October	High quality instructional planning ensures consistent instructional delivery across all classrooms.	Each PLC is observed at least once by mid-October. Written feedback is provided to 100% of PLCs >70% of classrooms observations show alignment to PLC planning	
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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: Promoting a collaborative culture	SY2526 PD Plan [Frazer].xlsx	School Lead: J.Corasanti
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 Promoting a collaborative culture among staff positively impacts students by creating more consistent, aligned, and effective instruction. When teachers work together to plan, analyze data, and share best practices, they're better equipped to meet students' needs and respond to learning gaps.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We are expanding this strategy to ensure collective responsibility to improve tier 1 instruction and stronger academic outcomes for students across all grade levels.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Ensure CFA cycle in literacy and math are being used consistently across grade levels to plan targeted reteach and enrichment during PLT time	11/3-12/19	Content liaisons Teachers Grade level Teams	PLT	
Develop small group and tier 2 intervention plans based on team/department analysis and align intervention/enrichment instruction with PLC process.	11/3-12/19	Grade level Teams	PLT	
Plan scaffolds and co-teaching moves during PLC time	11/3-12/19	Grade Level Teams	PLT	
Collect teacher feedback on PLC process and adjust based on needs. Use walkthroughs and data to identify where collaborative PLC structures are driving student progress. (Monthly)	11/25 12/19	Grade level admin Instructional Coach	PLT Grade Level Admin	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
November	Student receiving instruction at their targeted level	100% of Team agendas will reflect grade level data analysis including grade level strengths, and areas of concern and the plans to address both with tier 1 and tier 2 instructional practices.	
December	Small group instruction is based on student need with identified tier 1 and tier 2 intervention strategies	85% of Lesson plans will reflect results of CFA and Reteach and enrichment plans will be developed which will include research-based tier 1 & 2 instructional practices.	
November/ December	Teams adjust their meeting structure to strengthen area of need.	100% of teams receive admin walk throughs and teams will self-assess for differentiated next steps based on walk through and self-reporting data	

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Key Strategy 3: Promoting a collaborative culture	SY2526 PD Plan [Frazer].xlsx	School Lead:
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Promoting a collaborative culture among staff positively impacts students by creating more consistent, aligned, and effective instruction. When teachers work together to plan, analyze data, and share best practices, they're better equipped to meet students' needs and respond to learning gaps.

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

We are expanding this strategy to ensure collective responsibility to improve tier 1 instruction and stronger academic outcomes for students across all grade levels.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Using established practices teams will create SMART Goals based on k-2 DIBELS data, 3-8 CER's, and all teams will incorporate Math goals based on pre- and post-assessments.	1/5-3/27	Teachers Instructional coach	PLT Teachers Instructional coach Kindergarten counting goals sheet 6-8 will utilize Kiddom 1-5 will utilize equip	
Using established practices, teams will analyze their CFA data looking for strengths & areas of concern and identify interventions used to address areas of concern.	1/5-3/27	Teachers Instructional Coach	PLT Teachers Instructional Coach	
Using established practices teams will plan SG instruction with specifically identified students for intervention/re-teaching. Teachers' plans will reflect high quality tier 1 and 2 instructional practices.	1/5-3/27	Grade Level Admin Instructional Coach	Grade Level Admin Instructional Coach	
Walk-throughs will be focused on identified need from December- January sprint and feedback will be provided to teams	1/5-3/27	Grade Level Teams Instructional Coach	Grade Level Teams Admin PLC walk-through tool	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
January	Ownership and reflection of student data to improve instruction	100% of Team agendas will reflect grade level data analysis including grade level strengths, and areas of concern, and the plans to address both tier 1 and tier 2 instructional practices.	
February	More personalized instruction in intervention plans for SG instruction- use of data to inform instruction to move student data	100% of team/teacher Lesson plans will reflect results of CFA and reteach and enrichment plans will be developed which will include research-based tier 1 & 2 instructional practices.	
March	Admin walk throughs and team self reflections	100% of teams receive admin walk throughs and teams will self-assess for	

		differentiated next steps based on walk through and self-reporting data	
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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: Promoting a collaborative culture	SY2526 PD Plan [Frazer].xlsx	School Lead:
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?

Promoting a collaborative culture among staff positively impacts students by creating more consistent, aligned, and effective instruction. When teachers work together to plan, analyze data, and share best practices, they're better equipped to meet students' needs and respond to learning gaps.

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

We are expanding this strategy to ensure collective responsibility to improve tier 1 instruction and stronger academic outcomes for students across all grade levels.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Independently teams will use established practices to create SMART Goals based on k-2 DIBELS data, 3-8 CER's, and all teams will incorporate Math goals based on pre- and post-assessments.	4/1-6/5	Grade Level Teams Instructional Coach	Grade Level Teams Instructional Coach	
Independently teams will utilize established practices to analyze their CFA data looking for strengths & areas of concern and identify interventions used to address areas of concern.	4/1-6/5	Grade Level Teams Instructional Coach	Grade Level Teams Instructional Coach	
Independently teams will use established practices; teams will plan SG instruction with specifically identified students for intervention/re-teaching. Teachers' plans will reflect high quality tier 1 and 2 instructional practices.	4/1-6/5	Admin Instructional coach	Admin Instructional coach	
Using a team completed EOY self-assessment and data collected from admin walk through teams and admin will identify celebrations and next steps for the 2025-2026 school year!	By 6/19	Admin Instructional coach	Admin Instructional coach	
Initiate vertical collaboration meetings to align literacy & numeracy progression across grade bands <ul style="list-style-type: none"> Teams will identify student readiness expectations in math and ELA for their grade level Teams will meet in grade level bands to ensure a common understanding of power standards for each grade level and how they progress through the grade bands This will then be extended to second to third and fifth to sixth as the final vertical progression 	By 6/19	k-2 3-5 6-8	GL teams Content liaisons	

PROGRESS MONITORING (APRIL – JUNE)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Weekly	Student receiving instruction at their targeted level	100% of Team agendas will reflect grade level data analysis including grade level strengths, and areas of concern, and the plans to address	

		both with tier 1 and tier 2 instructional practices.	
CFA Cycle (every 15-20 days)	Small group instruction is based on student need with identified tier 1 and tier 2 intervention strategies	100% of Lesson plans will reflect results of CFA and reteach, and enrichment plans will be developed which will include research-based tier 1 & 2 instructional	
By 6/5	Each grade level team creates a shared readiness checklist for Math and ELA for the next grade level which will ensure students experience fewer learning gaps or repeated content at the start of the next school year.	100% of Teachers engage in at least one structured vertical meeting per grade band (k-2, 3-5, 6-8) before the end of the year	

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 or Tier II Intervention Practices	SY2526 PD Plan [Frazer].xlsx	School Lead: Tia Florence
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Our school has identified a critical area for improvement: our core classroom instruction (Tier 1). Key Findings:

- Student feedback and data analysis reveal gaps in our current instructional approach
- Tier 1 instruction requires immediate attention and strategic enhancement
- All stakeholders (teachers, administrators, support staff) must collaborate to address these needs

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

We will expand this strategy by prioritizing Tier 1 instruction. We aim to enhance overall student learning and academic success.

- Develop targeted strategies to strengthen core classroom teaching
- Ensure high-quality, first-line instruction meets all students' learning needs
- Create professional development opportunities focused on Tier 1 instructional best practices
- Regularly monitor and assess the impact of instructional improvements

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Launch PD focused on high-leverage Tier 1 practices: clear objectives, modeling checks for understanding, and active engagement. Identify “non-negotiables” of effective Tier 1 instruction for this year’s planning.	Aug 19-Sept 30 Opening days and Sept PD	SLT- Members Teacher Admin Instructional Coach	PD time PLC Agenda SLT- Members Teachers Admin Instructional Coach	
Share and unpack “Look Fors” (e.g., culturally responsive pedagogy, scaffolding, student discourse). Connect all Tier 1 work to the improvement of core literacy and numeracy experience for all students.	10/10	Classroom Teachers	PLC time PLC agenda Instructional Coach Curriculum	
Utilize opening days and 1-hour monthly PD to support teachers in establishing high leverage instructional practices	Aug19- Oct 31 Opening days & Sept hr. PD	Instructional Coach and Admin	1 hour PD PLC Agenda SLT- Members Teachers Admin Instructional Coach	
Launch peer coaching cycle to support teachers’ strengths and areas of growth.	Sept 29- October 31	Classroom Teachers Content liaisons Instructional Coach	PLC Agenda PD time Teachers Admin Instructional Coach	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 10/31	Completion of PD Focused on high level Tier 1 practices	100% of teachers begin to teach lesson with high level Tier 1 practices driving the instruction	
By 10/31	Walkthrough observations targeting consistent routines and structures for learning	75% of all classrooms having established consistent routines and structures for learning with the use	

		including but not limited to white boards, group discussion and manipulatives.	
By 10/31	Peer coaching Cycle initial goal set	100% of teachers set goal for first cycle of peer coaching	
By 10/31	NWEA Assessment	At least 40% of students will meet or exceed their projected growth based on the Spring 2025 benchmark in Math and ELA	

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 or Tier II Intervention Practices	SY2526 PD Plan [Frazer].xlsx	School Lead: Tia Florence
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- Regularly monitor and assess the impact of instructional improvements

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use formative assessment results and student work analysis to guide reteaching and grouping decisions.	Nov - Dec	Teacher	PLC time PLC agenda Teachers	
Conduct non-evaluative classroom walk throughs quarterly with ILT to gather tier 1 baseline data and use findings to plan targeted peer coaching goals	Nov - Dec	Content liaisons Admin Instructional Coach	Staff meeting Teachers Admin Instructional coach	
Examine instructional data to identify gaps in Tier 1 instruction and set a new goal with a peer coaching model. (Walkthroughs)	Nov - Dec	Admin Content liaisons	PLC time PLC agenda Teacher Instructional coaches	
Ensure all instructional staff use consistent language (e.g., “learning target”, “success criteria”, “productive struggle.”) when delivering Tier 1 instructions.	Nov 3- Dec 19	Admin Content liaisons	PLC time PLC agenda Peer Coaching	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/10-12/15	Shift in student outcomes based on teacher feedback	100% of teachers will receive feedback around tier 1 instructional practices using walk through tool	
11/10-12/15	Improved student results on formative assessments (exit tickets, checks for understanding, CER’s)	100% of teachers will choose a tier 1 instructional goal with their peer coach	
11/3-12/15	Teacher lesson plans will reflect intervention and enrichment based on CFA cycle and Students will receive targeted instruction.	65% of teachers will bring scored samples of student work based on agreed upon rubric for review of formative assessments to generate next steps for intervention and enrichment	

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 or Tier II Intervention Practices	SY2526 PD Plan [Frazer].xlsx	School Lead: Tia Florence
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- Regularly monitor and assess the impact of instructional improvements

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Embed academic ownership- use of sentence frames, student self-assessment, peer collaboration and student talk routines into daily Tier 1 instruction.	Jan 1- Mar 31	Impact coaches District level instructional coaches Instructional	PLC time PLC agenda	
Celebrate teacher growth in implementing Tier 1 instruction (e.g., shout-outs, video highlights, bulletin boards).	Jan	Admin Instructional Coach and Teachers	Jan Staff Meeting time	
Use small groups within core instruction to provide targeted support while maintaining access to the standard.	Jan 1- Mar 31	Teachers Admin	PLC time PLC agenda	
Facilitate vertical team discussions to align expectations for quality rigor and quality Tier 1 practices in ELA and math.	Jan PD	Instructional Coach	PLC time PLC agenda PD hour	
Begin Tier 1- focused rounds to identify strengths and trends across classrooms.	Feb 2- Mar 31	Admin Instructional Coach Content Liaisons	PLC time PLC agenda	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/28	Embed academic ownership- use of sentence frames, student self-assessment, peer collaboration and student talk routines into daily Tier 1 instruction	85% of Students show ownership of their work and be able to articulate their learning to others in various forms	
3/28	Implementation of Small group instruction when necessary and Begin Tier 1- focused rounds to identify	85% of teachers Implementation of small group instruction and utilizing	

	strengths and trends across classrooms.	Tier 1 focused strengths and trends across classrooms.	
3/28	During PLC time vertical teams will discuss and align expectations for quality rigor and quality Tier 1 practices in ELA and Math.	Facilitate vertical team discussions to align expectations for quality rigor and quality Tier 1 practices in ELA and math.	

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 or Tier II Intervention Practices	SY2526 PD Plan [Frazer].xlsx	School Lead: Tia Florence
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- Regularly monitor and assess the impact of instructional improvements

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze end of year student data to assess the effectiveness of Tier 1 practices (NWEA, DIBELS, National Geographic) to generate key strategies list around high leverage tier 1 instructional practices.	6/1- 6/26	Admin Teacher	PLC time PLC agenda	
Celebrate teacher growth in implementing Tier 1 instruction (e.g., shout-outs, video highlights, bulletin boards).	June Staff Meeting	Admin All Stake holders	Staff Meeting	
Reviewing data and goal for next year	June's SLT meeting	SLT Members	SLT meeting	
Align Tier 1 PD and coaching priorities for the next school year with SCEP data and spring walkthrough to identify coaching groupings or PD strands for fall.	May 19-June 26	Admin Instructional Coach Content liaisons	SCEP planning team SCEP time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26	Celebrate teacher growth in implementing Tier 1 instruction	100% of staff at last staff meeting we will share celebrations for teacher growth of implementing Tier 1 instruction	
6/26	Identify "non-negotiables" of effective Tier 1 instructions for the next year's planning.	100% of SLT meeting will discuss non-negotiables planning for Tier 1 instruction for the next school year	
6/26	Analyze end of year student data to assess the effectiveness of Tier 1 practices and Align Tier 1 PD and coaching priorities for the next school year with SCEP data and spring walkthrough to identify coaching groupings or PD strands for fall.	100% of Staff will review student data and determine the effectiveness of Tier 1 practices and Admin/ Instructional Coach will align Tier 1 PD and coaching priorities for the next school year with SCEP data and spring	

		walkthrough to identify coaching groupings or PD strands for fall.	
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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 [Frazer].xlsx	School Lead: Stan Whalen
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on the needs assessment by the school, we made improvements in our attendance data due to our weekly meetings, reviewing data, following up with parents/students and creating plans to improve attendance. Our needs assessment concluded that we really made attendance a top priority with all stakeholders.

Based on our efforts above, we have decreased our Chronic absenteeism from:

2023-2024: 50%

2024-2025: 35%

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

We will continue to refine this key strategy by:

1. Ensuring roles are clarified for accountability purposes
2. Continue to meet weekly looking at attendance data and discussing strategies to improve attendance data
3. Working with district impact team more consistently

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Summer 24.25 attendance plan (expenditure plan) <ul style="list-style-type: none"> • Create report of Chronically Absent students • Conduct phone calls and home visits to those students • Create attendance plans for improvement • Discuss incentive plan for the following school year 	Month of July	Attendance Team	Admin, social workers, counselors, Staff	
Create Attendance Team & review district protocols for attendance to ensure our building procedures are aligned <ul style="list-style-type: none"> • Review data weekly • Create next steps to communicate with families • Monitor student data • Communicate with district impact team if necessary 	Aug. 25-29	Stan and attendance Team	Admin, social workers, counselors, Staff	
Create and review communication protocols, post cards, Talking Points, Attendance Letters, to ensure we are communicating with Parents.	Aug. 25-29	Stan and attendance Team. teachers	Meeting, attendance team, Admin, teachers, support staff	
Create a report of students who have been historically chronically absent. Staff will make contact with these families and review attendance expectations	Sept. 19th	Stan and attendance Team. teachers	Meeting, attendance team, Admin, teachers, support staff	
Run attendance reports daily to ensure teachers are taking accurate attendance. Continue to use shared attendance excel sheet to verify attendance	Month of Sept. -Daily through October	Stan, attendance team, secretaries	Attendance team, secretaries	
Review rosters and identify students with 20-plus absences and work with district to rectify/withdraw students from SchoolTool	Mid-October	Attendance team, social workers	Attendance team, social workers	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept. 30	Home visits of students who were Chronically absent	By the end of September, students who are at risk of being Chronically absent will receive a home visit in order to prevent chronic absenteeism	
Sept. 30	Improved relationships with students and families in order to prevent chronic absenteeism	Teacher outreach Log will show 70% of staff will be reaching out to students who are absent while logging the information in SchoolTool	
Mid Oct.	More accurate reporting of Frazer School's chronic absenteeism percentages	100% of students who are absent 20 consecutive days will be removed from Frazer Schools enrollment	

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

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

Key Strategy 5: Implementing an effective attendance team	SY2526 PD Plan [Frazer].xlsx	School Lead: Stan Whalen
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 Based on the needs assessment by the school, we made improvements in our attendance data due to our weekly meetings, reviewing data, following up with parents/students and creating plans to improve attendance. Our needs assessment concluded that we really made attendance a top priority with all stakeholders.
 Based on our efforts above, we have decreased our Chronic absenteeism from:
 2023-2024: 50%
 2024-2025: 35%

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

1. Ensuring roles are clarified for accountability purposes
2. Continue to meet weekly looking at attendance data and discussing strategies to improve attendance data
3. Working with district impact team more consistently

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Distribute lists to classroom teachers of students who have missed 5 or more days in an effort to conduct a home visit by a Frazer Support staff member.	By Nov. 1st	Attendance Team, Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Attendance Team	
Partner with the district Impact team to assist with communicating with families that we are struggling to communicate with.	Nov. Thru Dec.	Attendance team, district impact team, building Admin	Impact team, Attendance team, family engagement staff	
Review quarterly data/Meeting of students (data and donuts) who are chronically absent. Continue with home visits, meetings with administrators and adjust student lists with the impact team	Mid. Nov.	Attendance Team, Impact team	Attendance Team, Admin, family engagement staff	
Review communication protocols <ul style="list-style-type: none"> • Begin weekly post cards with k-1 grade • Talking Points/parent square messaging weekly regarding students attendance • Attendance Letters sent by school social workers to inform parents of approaching chronic absenteeism status 	By Nov. 14	Attendance team, district impact team, building Admin	Parents students Support Staff admin	
Schedule parent meetings to discuss attendance concerns and develop plans of improvement- This includes vaccinations and suspensions	Nov. 3-Dec.19	Social Workers- Joy Yoffa, Gina Russo, Nurse Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Parents, schedule times, grade level admin Discipline data	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov.1	District impact team communication log will show communication attempts and progress notes	Student will be referred to the district impact team in order to assist with improving attendance and overcoming barriers	
Nov.7	Review attendance protocols with staff to ensure that our processes are clear	100% of staff will participate in a review of attendance protocols	
Nov. 21	4-8 days absent report Log	85% of staff will reach out to families of students who are missing 4-8 days in order to communicate with families, build relationships and prevent chronic absenteeism.	
End of Dec.	Data and donuts student handbooks will reflect attendance	Student should be able to communicate their attendance percentage and how this has impacted their school year. This will reflect positive and areas of improvement.	

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

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

Key Strategy 5: Implementing an effective attendance team	SY2526 PD Plan [Frazer].xlsx	School Lead: Stan Whalen
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 Based on the needs assessment by the school, we made improvements in our attendance data due to our weekly meetings, reviewing data, following up with parents/students and creating plans to improve attendance. Our needs assessment concluded that we really made attendance a top priority with all stakeholders.
 Based on our efforts above, we have decreased our Chronic absenteeism from:
 2023-2024: 50%
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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.
 We will continue to refine this key strategy by:
 1. Ensuring roles are clarified for accountability purposes
 2. Continue to meet weekly looking at attendance data and discussing strategies to improve attendance data
 3. Working with district impact team more consistently

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review quarterly data/Meeting of students who are chronically absent. Continue with home visits, meetings with administrators and adjust student lists with the impact team	By Jan. 16th	Attendance Team, Impact team	Attendance Team, Admin, family engagement staff	
Meet with grade-level teams about further support regarding attendance.	By Jan. 16th	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin meeting- review with ILT	
Distribute lists to classroom teachers of students who have missed 10-12 days so teachers can reach out to families.	Month of January	Attendance team, Classroom teachers	Teachers, attendance team, students, Families	
Review quarterly data/Data booklets (data and donuts) of students who are chronically absent and refer to impact team for further interventions	Jan. Thru Feb.	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, students, parents	

PROGRESS MONITORING (JANUARY – MARCH)

<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan. 16	8-12 days absenteeism report	85% of staff will reach out to families of students who are missing 8-12 days to discuss attendance barriers in order to communicate with families, build relationships and prevent chronic absenteeism.	
End of Feb.	Data and donuts student handbooks will reflect attendance	Student should be able to communicate their attendance percentage and how this has impacted their school year. This will reflect positive and areas of improvement.	

Mid-Feb.	Attendance survey feedback form for grade levels to provide feedback about our policies and support	100% of teams will complete the survey to communicate needs around attendance. Attendance team will analyze the data in order to support grade level team and support students to reduce chronic absenteeism.	
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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 [Frazer].xlsx	School Lead: Stan Whalen
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.
 Based on the needs assessment by the school, we made improvements in our attendance data due to our weekly meetings, reviewing data, following up with parents/students and creating plans to improve attendance. Our needs assessment concluded that we really made attendance a top priority with all stakeholders.
 Based on our efforts above, we have decreased our Chronic absenteeism from:
 2023-2024: 50%
 2024-2025: 35%

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 We will continue to refine this key strategy by:
 1. Ensuring roles are clarified for accountability purposes
 2. Continue to meet weekly looking at attendance data and discussing strategies to improve attendance data
 3. Working with district impact team more consistently

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review quarterly data/Meeting of students (data and donuts) who are chronically absent. Continue with home visits, meetings with administrators and adjust student lists with the impact team	April 24	Attendance Team, Impact team	Attendance Team, Admin, family engagement staff	
Distribute lists to classroom teachers of students who have missed 10-15 days so teachers can reach out to families.	April 24	Attendance team, Classroom teachers	Admin meeting- review with ILT	
Review list of students who are absent 7-12 days. Create incentive plan to ensure they do not move onto the CA list	April thru June	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Admin, students, parents	
Review list of chronically absent students and develop a plan for home visits over the summer	June 19	Attendance team, Social Workers- Joy Yoffa, Gina Russo	Attendance team, Admin	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 30	Incentive plan for students with 7-12 absences	Students working with our attendance team to ensure that they continue coming to school to avoid chronic absenteeism.	
May 1	12-15 days absent report	85% of staff will reach out to families of students who are missing 10-15 days in order to communicate with families, build relationships and prevent chronic absenteeism.	
June 20	Summer home visits	90% of students who are chronically absent will have a successful home visit with a plan of improvement	

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

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

Key Strategy 6: Staff to student check-ins	SY2526 PD Plan [Frazer].xlsx	School Lead: Dean of students
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

Based on our needs assessment, Panorama survey and Spring survey we have noted the following:

- Students shared that they feel valued and cared for by our staff
- Majority of students indicated that their top “sense of belonging” strategies are:
 - o Trusted adult check-in
 - o Being greeted every morning
- Based on our Spring survey question about “belonging”, a majority of students indicated that they:
 - o Completely belong and mostly belong
 - 60% of students indicated favorable response
- Based on our Spring survey question about “how much support they receive”, a majority of students indicated that they:
 - o Receive a “huge” amount of support
 - o Receive “a lot” of amount of support
 - 68% of students indicated favorable response

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

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. Reviewing and implementing expectation around our “check in” system
2. Ensure that students have a specific plan with input from parents and support staff
3. Implement “CREW”(MS) and SEL(ES) time with fidelity and incorporate the check-in system to support students.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop systems and procedures for student check-ins with all staff members- this includes incentives for students <ul style="list-style-type: none"> • MS level- Crew system and procedures • ES level- Morning meetings 	Aug. 25-29	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Review Grade level behavior data and meet with grade-level teams to identify students who need check-in supports	Aug. 25-29	Grade level teams, Admin	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Connect with parents of the students that were identified to ensure we have parent voice with the check-ins	Sept. 26	Ms. Yoffa, Ms. Russo, Dean	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Develop a weekly system of shout-outs on the morning announcement from staff members and students	Sept. 26th	Admin, grade level staff	Admin, staff	

Administer Panorama survey to students, staff, and parent	End of Oct.	Grade level staff Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8	Teachers, admin, SEL Content Liaisons	
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PROGRESS MONITORING (AUGUST – OCTOBER)
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of Aug. 25	CREW rosters for Middle school teachers and a designed plan for CREW implementation	100% of MS staff will have a CREW group of students assigned to them to build relationships, a sense of belonging, and a safe place	
Week of Aug 25	Systems and procedures sign in sheet	100% of staff and support coaches will have training on the systems and procedures for the check-in system to ensure fidelity with our check-in system.	
End of Sept.	Behavior data report	100% of students will have the opportunity to identify a “trusted adult” with the behavior data survey.	
End of Oct.	Panorama Survey results	80% of students will complete the survey 30% of parents will complete the survey	

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

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

Key Strategy 6: Staff to student check-ins	SY2526 PD Plan [Frazer].xlsx	School Lead: Dean of students
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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 - o Receive “a lot” of amount of support
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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.

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. reviewing and implementing expectation around our “check in” system
2. ensure that students have a specific plan with input from parents and support staff
3. Implement “CREW” time with fidelity and incorporate the check-in system to support students.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	Nov. 7th	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Continue to implement a weekly system of shout-outs on the morning announcement from staff members and students	Month of Nov. And Dec.	Admin, grade level staff	Admin, staff, students	
Coordinate with DEB team and attendance team to hold small groups discussions (sense of belonging, bullying, etc.) based on grade level needs	Nov. 7th	DEB Team- Stan and Ms. Craft, Grade level teams	DEB Team, Grade level teams, scheduling time, Master schedule	
Create and Administer FALL survey to student around check-ins, Crew and SEL to see if more supports are needed	By Nov. 28th	Admin	Admin, staff, PLC time	
Review Panorama survey results and all behavior data to discuss restorative practices- both strengths and areas of improvement	By Nov. 28th	Grade level staff Malley k-2 Corasaniti-3-5 Florence-6	Teachers, admin, SEL Content Liaisons	

PROGRESS MONITORING
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of Nov.1	A system of daily announcement	Weekly announcements will have procedures of shout outs for staff and students to build community and a sense of belonging.	
Week of Nov. 18th	Small group DEB discussions with targeted grade levels	100% of classrooms, who need small group discussions around bullying, belonging, acceptance, will have supports with circles and morning meetings to discuss concerns and build community.	
Week of Dec 1	Staff to student check-in, CREW and SEL Survey to provide feedback on our procedures	100% of staff will fill out survey about "student check-ins" to give feedback around the process. We are looking for 50% or greater positive feedback about the process along with areas to improve.	

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: Staff to student check-ins	SY2526 PD Plan [Frazer].xlsx	School Lead: Dean of students
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. Reviewing and implementing expectation around our “check in” system
2. Ensure that students have a specific plan with input from parents and support staff
3. Implement “CREW”(MS) and SEL(ES) time with fidelity and incorporate the check-in system to support students.

IMPLEMENTATION PLAN (JANUARY– MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	By Jan. 9	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Review data from FALL survey and meet with support staff to identify needs and provide supports. This includes: <ul style="list-style-type: none"> - CREW - SEL - Staff check-ins 	By Jan. 9	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Coordinate with DEB team and attendance team to hold small groups discussions (sense of belonging, bullying, etc.) based on grade level needs	By Feb .13	DEB Team, Grade level teams	DEB team, Grade level staff and admin, social workers, dean of students	

Continue to implement a weekly system of shout-outs on the morning announcement from staff members and students	Month of Jan. Feb.	Admin, grade level staff	Admin, staff	
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PROGRESS MONITORING
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of Jan 16	Monthly meetings with grade level team discussing student check-in process.	100% of students who have a plan: Review plan along with the trust adult Reduction in referrals Increased sense of belonging with trusted adults.	
End of Jan.	Survey Data about our student check-in progress	Review Feedback from teams about our check in systems from last time to see if we need to adjust our systems and or procedures.	
Month of Feb.	Small group DEB discussions with targeted grade levels	100% of classrooms, who need small group discussions around bullying, belonging, acceptance, will have supports with circles and morning meetings to discuss concerns and build community.	

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

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

Key Strategy 6: Staff to student check-ins	SY2526 PD Plan [Frazer].xlsx	School Lead: Dean of students
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What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.

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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.

Last year, we utilized our SEL time, hallway duty plan, and CICO sheet to meet the needs of our students. This year, we will expand on this strategy by:

1. Reviewing and implementing expectation around our “check in” system
2. Ensure that students have a specific plan with input from parents and support staff
3. Implement “CREW”(MS) and SEL(ES) time with fidelity and incorporate the check-in system to support students.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Administer the Spring Panorama survey and Spring Frazer survey to students, staff and parents	Month of May	Admin, teachers, students	Teachers	
Monthly meetings with Grade level teams and grade level admin to identify students who are showing success with the check-ins and who need additional support. Identify more supportive strategies if needed.	By April 19th	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	
Review data from Panorama and spring surveys and meet with support staff to identify needs and provide supports	By the end of April	Malley k-2 Corasaniti-3-5 Florence-6 Whalen-7/8, Grade level staff, support staff, Dean Alexander, Ms. Yoffa, Ms. Russo	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	

Identify student needs based on behavior and check-in data to hold parent meetings and or home visits to ensure that we are planning for the following year	Month of June	Grade level teams and Grade level admin, dean, support staff, Social workers, PLC time	Grade level teams, Admin
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PROGRESS MONITORING
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Week of April 10	Monthly meetings with grade level teams	100% students who have a plan: Review plan Reduced referrals in each grade level Increased sense of belonging with trusted adults.	
Month of April	Spring Panorama Survey	80% student participation providing feedback about our school, sense of belonging, and school support. 35% parent participation providing feedback about our systems and procedures	
By May 16th	Small group DEB discussions	100% of classrooms, who need small group discussions around bullying, belonging, acceptance, will have supports with circles and morning meetings.	

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

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.	89% Strongly agree or agree	95% Strongly agree or agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	89% Strongly agree or agree	95% Strongly agree or agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	75% Strongly agree or agree	90% Strongly agree or agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	83% Strongly agree or agree	90% Strongly agree or agree	
5	It was evident that our school focused on numeracy and literacy.	88% Strongly agree or agree	95% Strongly agree or agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	83% Strongly agree or agree	90% Strongly agree or agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	87% Strongly agree or agree	95% Strongly agree or agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	90% Strongly agree or agree	95% Strongly agree or agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	77% Strongly agree or agree	85% Strongly agree or agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	75% Strongly agree or agree	85% Strongly agree or 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)	77% favorable	80% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	40% favorable	10% Favorable or less	
3	How often do students get into physical fights at your school? (SC2)	67% favorable	20% Favorable or less	
4	How likely is it that someone from your school will bully you online? (SC3)	40% favorable	20% or less Favorable	
5	How often do you worry about violence at your school? (SC4)	32% favorable	15% or less Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	34% favorable	20% favorable or less	
7	How much support do the adults at your school give you? (SB2)	45% favorable	70% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	73% favorable	75% favorable	
9	How excited would you be to have your teacher again? (TSR1)	70% favorable	75% Favorable	
10	How respectful is your teacher towards you? (TSR4)	70% favorable	75% 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)	70% favorable	75% 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)	80% favorable	85% 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)	70% favorable	75% 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)	60% favorable	75% 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?	60% favorable	75% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	60% favorable	75% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	53% favorable	75% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	70% favorable	75% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	80% favorable	85% favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	77% favorable	80% 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
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	

<u>Evidence-Based Instructional Methods</u>	X
<u>Expanding access to high-quality Out-of-School-Time programs</u>	
<u>High-Quality Instructional Materials</u>	X
<u>High-Quality Tutoring</u>	
<u>Incoming Student Induction Programs and Summer Bridge Programs</u>	
<u>Instructional Coaching</u>	X
<u>Middle School Flexible Scheduling</u>	
<u>Multi-Tiered System of Supports – Integrated (MTSS-I)</u>	X
<u>Ongoing Job-Embedded Professional Development</u>	X
<u>Principal Leadership Development</u>	X
<u>Professional Learning Communities</u>	X
<u>Restorative Practices</u>	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 TSs)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Latrina Brumfield	Principal	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Stan Whalen	Vice Principal	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Jessica Corasaniti	Vice Principal	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Jontea Florence	Vice Principal	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Ashley Malley	Admin intern	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Teresa Sauro	Instructional Coach	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Sarah Lambert	Math Teacher/ Math Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Amanda Brogan	Social Studies Teacher/ SS Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Sarah Craft	Teacher/DEB Lead	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Stephanie Tournon	Teacher/ Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Audrey Eipp	Teacher/Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Diana Ebner	AIS ELA/ Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Meghan D'Orsogna	ENL Teacher/Content Liaison	4/25	4/30	5/7	5/14	5/28	6/4	6/12
Lisa Saka	AIS ELA	X	X	X	X	X	X	X
Jazlynn Sanchez	Parent	X	X					
Meghan Duvol	Parent						X	X
Rachel Sheer	6 th grade Science	X	X	X	X	X	X	X
Amy Vargason	6 th grade Math	x	x	x	x	x	x	x
Jill Monteleone	IR	x	x	x	x	x	x	x
Cathy Louer	LMS	x	x	x	x	x	x	x

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.

The student voice question selection gave qualitative data over a variety of focus areas including equity, student engagement, and instructional practices.

Question 1 focuses on student performance in school.

Elementary students uniformly responded by reporting that they know whether they are doing "good or bad" because of things their teachers might say or do. For example, one 3rd grade student said "my teacher will smile and say good job" another student in 5th grade said their teacher will give them candy or extra play time at recess. When it came to students being off task, they reported that they knew because they weren't getting their work done and their teachers would give them a look or not give them tickets if they weren't doing the right thing.

Middle school students reported they know how they are doing based on their grades, checking in with teachers and if they do not get phone calls home they know they are doing well.

Question 2 focuses on Learning preferences and teacher support

Elementary students report that their teacher facilitates their understanding by breaking down topics into smaller parts, answering their questions, and allowing students to work on areas of need in small groups. One fifth grade student said "I struggle with division, so I get on the computer and work on division and someone else might be working on multiplication"

Middle school students reported they learn best when there aren't many distractions, when teachers answer their questions, and when students try their best.

Question 3 focuses on engagement and challenging students thinking

Students expressed that they make learning interesting by using games like blookit. Younger students expressed that when their teacher makes a silly voice when reading a book, it makes things interesting as well. Students said they feel challenged when their teacher asks them certain questions or gives them hard word problems to complete in Math.

Middle school students reported teachers make the learning interesting by using challenging vocabulary,

Question 4 focuses on Post assessment reflection

Students in upper elementary classrooms explained that their CER's have a rubric on them and the teacher circles 0, 1 or 2 and that each score represents a different level of understanding. They said a 0 was you didn't understand, and 1 meant that you need to do a little bit better, and a 2 meant you were doing a good job.

Another student spoke about their math exit tickets and said that if they did a good job the teacher would be proud of them and tell them but if they had a small mistake they would need to fix it, and if they had a big mistake they need to sit with the teacher and learn it again. Younger elementary students expressed that they knew they did a good job if the test took them a long time.

Question 5 focuses on Climate and culture

Students were asked what their best day was ever at Frazer and what made it the best. Almost all students said the end of year field trip to Green Lakes or the field days. They expressed that being able to run around and play games with their classmates and not complete classwork made it the best day ever.

Question 6 focused on Building relationships between students and staff

Students were asked what they thought was the best way for teachers to connect with students. Students expressed that it was important to know students' names and to ask them questions about their personal lives like "What are you doing this weekend?" Other students said that they should know some students at our school misbehave and some do not.

Question 7 focuses on teachers understanding the student experience

Students felt that being a student at Frazer means “We are here to learn” they feel that teachers need to understand that students are children and sometimes they make mistakes. They also felt that teachers should care about the students because they’re doing their best.

Question 8 focused on conversations around race and experiencing racism.

Students all expressed that they learned about racism in class during ELA units and during Black History Month. When students were asked what racism means to you, they all said it was unfairly treatment of people based on how they looked. When asked if they think racism exists in our school the older students said they hear people call other people names like “Monkey” or “black” and they felt that was racist.

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.