



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

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Grant Middle School	David Guertin	6-8	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: Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	David Guertin	Principal
2	Hayley Downs	Vice Principal
3	Jasmine Harrell	Vice Principal
4	Andrew Davis	Vice Principal
5	Luke McDonald	Administrative Intern
6	Christopher Newkirk	Dean of Students
7	Brittany Ray	Instructional Coach
8	Justin Canfield	Instructional Coach
9	Courtney Biehls	Social Worker
10	Holly Blair	Teacher
11	Rebecca Clark	Teacher
12	Tiffany Duquette	ENL Teacher
13	Elizabeth Jovinelly	LMS
14	Courtney Keough	ENL Teacher
15	Olivia Carni	SPED Teacher
16	Chris Schroth	Teacher
17	Anna Shelley	Teacher
18	Rachel Prentice	SPED Teacher
19	Andrew Gacek	Teacher
20	Jasmine Addison	SPED Teacher
21	Vanessa Hampton	Parent
22	Gabriel Rivera	Parent

### [2025-26 SCEP Guidance](#)

<b>Link To Your School's 2025-26 Professional Development Plan</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>
--	---

# Table of Contents – Bookmark Links

## Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

---

## Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

---

## Academic Commitment #2

- [Strategy 3](#)
- [Strategy 4](#)

---

## Attendance Commitment

- [Strategy 5](#)

---

## Student Supports Commitment

- [Strategy 6](#)

## End of Year Survey

## Evidence-Based Intervention

## SCEP Development Team Participation

## Learning As A Team

## SIG Expenditure Plan (CSI, ATSI, TSI Only)

## 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: 10px; text-align: center;">           Goals will be developed after all 2024-25 data are available         </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	1) Establishing Systems for Accountable Talk	E/R
		2	Effective Unit and Lesson Planning	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	3) PLC: Monitoring to Promote Effectiveness	R
		4	Teacher Co-Planning to Support Diverse Learners	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Parent Communication Strategy; including Regular Updating of Contact Information	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Components of a Restorative Justice Landscape	E

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

<b>Key Strategy 1:</b> Establishing Systems for Accountable Talk	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Brittany Ray
---	---	-------------------------------------

**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.**

Grant Middle School's 35% chronic absenteeism rate limits students' access to structured academic discussions, impacting overall achievement. Recent data shows a two-point decline in ELA performance (from 81 in 22-23 to 79 in 23-24), highlighting gaps in oral language development and critical thinking. Classroom observations confirm inconsistent engagement in collaborative reasoning, and feedback from student interviews emphasizes a need for clearer discussion of expectations and stronger support to articulate thoughts confidently.

Implementing accountable talk structures can enhance academic growth by fostering critical thinking, deeper understanding, and active participation. Research supports the idea that structured discussions improve communication skills and comprehension, leading to greater student investment in learning. This strategy aligns with literacy and culturally responsive teaching, ensuring equitable participation and rigorous instruction to drive overall academic improvement.

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

During the 24-25 school year, our implementation of accountable talk included differentiated pd of micro-sessions 1-6 for 100% of teachers. 75% of teachers participated in a bridge to practice planning session. However, walkthroughs indicated limited accountable talk implementation. In 2025-2026, we are expanding accountable talk by leveraging teacher leaders as accountable talk mentors and refining our practices by creating systems of accountability to ensure implementation.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create common time during the school day for teachers to meet as PLCs to reflect on lessons and adapt lessons to include accountable talk structures	8/1	David Guertin, Brittany Ray	Time to finalize master schedule, David Guertin, Brittany Ray, Justin Canfield	
Collect baseline implementation data via walkthroughs using district provided walkthrough indicators	By 9/26	David Guertin	David Guertin, Hayley Downs, Luke McDonald, Brittany Ray, Justin Canfield, time to conduct walkthroughs	
Identify Accountable Talk mentors for each content area using EOY teacher goal setting forms from the 24-25 school year.	By 9/12	Brittany Ray, Justin Canfield	Brittany Ray, Justin Canfield, Content Liaisons TBD, Accountable Talk Mentors TBD, time to review goal forms	
Hold initial PDSA cycle with content liaisons and Accountable Talk mentors. Each content will focus on one strategy to implement for MP1.	By 9/19	Brittany Ray, Justin Canfield	Extension of service funding, Brittany Ray, Justin Canfield, Content Liaisons TBD, Accountable Talk Mentors TBD, time to offer PD	
Offer Accountable Talk workshops to all instructional leaders to: <ul style="list-style-type: none"> <li>Align the building's vision of accountable talk across all contents</li> </ul>	By 10/1	Brittany Ray, Justin Canfield	Extension of service funding, Brittany Ray, Justin Canfield, Content Liaisons TBD, Accountable	

<ul style="list-style-type: none"> <li>Calibrate expectations of implementation based on district provided walkthrough indicators</li> </ul> <p>Offer Microsessions 1-6 refreshers as needed to new teachers or teachers who missed sessions in 24-25.</p>			Talk Mentors TBD, time to offer PD	
Create Padlet with model video lessons and model lesson plans utilizing MP1 strategies.	By 10/10	Brittany Ray, Justin Canfield	Padlet, time to video and upload lessons, swivl, content liaisons TBD, accountable talk mentors TBD	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/1	Master schedule reflects PLCs for core content teachers during the workday	100% of core content teachers have an uninterrupted PLC period during the workday.	
By 9/26	Walkthrough Data (district provided accountable talk indicators)	100% of classrooms have received a baseline data collection walkthrough and 70% of classrooms are implementing at least one accountable talk strategy	
9/19	Accountable Talk Mentorship Log	Each content, including specials, has an accountable talk mentor identified and each mentor has completed a PDSA cycle	
10/1	Accountable Talk Workshop attendance	100% of instructional leaders have attended an accountable talk workshop	
10/10	Padlet	Accountable Talk padlet is published and one video lesson is uploaded for each content strategy.	

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.

<b>Key Strategy 1: Establishing Systems for Accountable Talk</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Brittany Ray
--	---	-------------------------------------

**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.**

Grant Middle School's 35% chronic absenteeism rate limits students' access to structured academic discussions, impacting overall achievement. Recent data shows a two-point decline in ELA performance (from 81 in 22-23 to 79 in 23-24), highlighting gaps in oral language development and critical thinking. Classroom observations confirm inconsistent engagement in collaborative reasoning, and feedback from student interviews emphasizes a need for clearer discussion expectations and stronger support to articulate thoughts confidently.

Implementing accountable talk structures can enhance academic growth by fostering critical thinking, deeper understanding, and active participation. Research supports that structured discussions improve communication skills and comprehension, leading to greater student investment in learning. This strategy aligns with literacy and culturally responsive teaching, ensuring equitable participation and rigorous instruction to drive overall academic improvement.

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

During the 24-25 school year, our implementation of accountable talk included differentiated pd of micro-sessions 1-6 for 100% of teachers. 75% of teachers participated in a bridge to practice planning sessions. In 2025-2026, we are expanding accountable talk by leveraging teacher leaders as accountable talk mentors and refining our practices by creating systems of accountability to ensure implementation.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Essential Action Steps</b> (Begin with a verb)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b> (PD, Budget, People, Time, etc.)	<b>P</b>
Introduce all staff to the marking period PDSA cycle structure and train staff in the process: <ul style="list-style-type: none"> <li>Week 1: Attend PD on accountable talk strategy</li> <li>Weeks 2-3: Plan to implement accountable talk strategy</li> <li>Week 4-8: Implement accountable talk strategy and receive feedback twice</li> <li>Week 9: Review student work and data from weeks 4-8</li> <li>Week 10: Reflect on strategy implementation</li> </ul>	11/1	Brittany Ray, Justin Canfield	Time for PD, Brittany Ray, Justin Canfield, Accountable Tak mentors TBD, Content Liaisons TBD	
Create calendar of accountable talk strategies to utilize during monthly staff meetings.	11/1	Brittany Ray, Justin Canfield	Calendar, time to plan, Brittany Ray, Justin Canfield	
Facilitate November and December staff meetings utilizing accountable talk strategies from the calendar.	November-December	David Guertin	Time for staff meetings, David Guertin	
Facilitate peer learning walks. Staff will complete one learning walk within their content per marking period.	November-December	Brittany Ray, Justin Canfield	Learning walk schedule, Brittany Ray, Justin Canfield, time to meet (duty)	
Hold a learning showcase for teachers during the school day and for families after school to celebrate the results of the PDSA cycle for MP1	12/19	Brittany Ray, Justin Canfield	Budget- Extension of service, title I/SIG, Brittany Ray, Justin Canfield, content liaisons TBD,	

			Accountable talk mentors TBD	
--	--	--	---------------------------------	--

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b> <i>Outcome Data</i>			
---	--	--	--

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1	PD attendance	100% of teachers have attended a PD on the PDSA cycle	
11/1	Staff Meeting Calendar	Each month has an aligned accountable talk strategy for implementation	
By 12/19	Learning Walk Log	100% of core content teachers have attended one learning walk in MP2.	
12/19	Showcase Attendance	80% of teachers attended a learning showcase and 40% of teachers presented during the learning showcase.	
12/20	CER data (Social Studies Writing Revolution tasks)	50% of students improved their average CER scores by 2 points	

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

Empty space for notes/reflections
-----------------------------------

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

<b>Key Strategy 1:</b> Establishing Systems for Accountable Talk	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Brittany Ray
---	---	-------------------------------------

**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.**

Grant Middle School's 35% chronic absenteeism rate limits students' access to structured academic discussions, impacting overall achievement. Recent data shows a two-point decline in ELA performance (from 81 in 22-23 to 79 in 23-24), highlighting gaps in oral language development and critical thinking. Classroom observations confirm inconsistent engagement in collaborative reasoning, and feedback from student interviews emphasizes a need for clearer discussion expectations and stronger support to articulate thoughts confidently.

Implementing accountable talk structures can enhance academic growth by fostering critical thinking, deeper understanding, and active participation. Research supports that structured discussions improve communication skills and comprehension, leading to greater student investment in learning. This strategy aligns with literacy and culturally responsive teaching, ensuring equitable participation and rigorous instruction to drive overall academic improvement.

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

During the 24-25 school year, our implementation of accountable talk included differentiated pd of micro-sessions 1-6 for 100% of teachers. 75% of teachers participated in a bridge to practice planning session. In 2025-2026, we are expanding accountable talk by leveraging teacher leaders as accountable talk mentors and refining our practices by creating systems of accountability to ensure implementation.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Begin MP3 PDSA cycle with all teachers	1/5	Content Liaisons TBD	Time (PLT), Content liaisons TBD	
Conduct a mid-year data collection utilizing the district walkthrough indicators. Share growth percentage individually with staff.	By 2/15	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, district indicators	
Facilitate January- March staff meetings with model accountable talk strategies	January- March	David Guertin	Staff meeting time, David Guertin	
Complete second round of peer learning walks	By 2/27	Content liaisons TBD	All teachers, time for learning walks (duty)	
Hold a learning showcase for teachers during the school day and for families after school to celebrate the results of PDSA for MP3	3/13	Brittany Ray, Justin Canfield	Budget- Extension of service, title I/SIG, Brittany Ray, Justin Canfield, content liaisons TBD, Accountable talk mentors TBD	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 2/15	Walkthrough Data	85% of classrooms are	
By 2/27	PD attendance	100% of teachers have participated in a PDSA cycle in MP3	

3/31	Staff Meeting Calendar	Each month has an aligned accountable talk strategy for implementation	
By 3/31	Learning Walk Log	100% of core content teachers have attended one learning walk in MP3.	
By 3/27	Showcase Attendance	80% of teachers attended a learning showcase and 40% of teachers presented during the learning showcase.	

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

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

#### Key Strategy 1:

Establishing Systems for Accountable Talk

[SY2526 PD Plan \[Grant\].xlsx](#)

#### School Lead:

Brittany Ray

**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.**

Grant Middle School's 35% chronic absenteeism rate limits students' access to structured academic discussions, impacting overall achievement. Recent data shows a two-point decline in ELA performance (from 81 in 22-23 to 79 in 23-24), highlighting gaps in oral language development and critical thinking. Classroom observations confirm inconsistent engagement in collaborative reasoning, and feedback from student interviews emphasizes a need for clearer discussion expectations and stronger support to articulate thoughts confidently.

Implementing accountable talk structures can enhance academic growth by fostering critical thinking, deeper understanding, and active participation. Research supports that structured discussions improve communication skills and comprehension, leading to greater student investment in learning. This strategy aligns with literacy and culturally responsive teaching, ensuring equitable participation and rigorous instruction to drive overall academic improvement.

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

During the 24-25 school year, our implementation of accountable talk included differentiated pd of micro-sessions 1-6 for 100% of teachers. 75% of teachers participated in a bridge to practice planning sessions. In 2025-2026, we are expanding accountable talk by leveraging teacher leaders as accountable talk mentors and refining our practices by creating systems of accountability to ensure implementation.

### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Begin MP4 PDSA cycle with all teachers	By 4/1	Content Liaisons TBD	Time (PLT), Content liaisons TBD	
Conduct an end of year data collection utilizing the district walkthrough indicators. Share growth percentage individually with staff.	By 6/1	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, district indicators	

Facilitate April- June staff meetings with model accountable talk strategies	April- June	David Guertin	Staff meeting time, David Guertin	
Complete third round of peer learning walks	By 6/19	Content liaisons TBD	All teachers, time for learning walks (duty)	
Hold a learning showcase for teachers during the school day and for families after school to celebrate the results of PDSA for MP3	By 6/5	Brittany Ray, Justin Canfield	Budget- Extension of service, title I/SIG, Brittany Ray, Justin Canfield, content liaisons TBD, Accountable talk mentors TBD	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<i>Outcome Data</i>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By 6/1	PD attendance	100% of teachers have participated in a PDSA cycle in MP4	
By 6/1	Walkthrough data	90% of classrooms are utilizing accountable talk strategies	
By 6/19	Staff Meeting Calendar	Each month has an aligned accountable talk strategy for implementation	
By 6/19	Learning Walk Log	100% of core content teachers have attended one learning walk in MP3.	
By 6/5	Showcase Attendance	80% of teachers attended a learning showcase and 40% of teachers presented during the learning showcase.	
6/20	CER data (Social Studies Writing Revolution tasks)	70% of students improved their average CER scores by 2 points	

<b>Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning</b>			

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

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Luke McDonald
---	---	--------------------------------------

**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.**

Grant Middle School's most recent NWEA results indicate significant gaps in student achievement, with 78% of students scoring below the 41st percentile in math and 66% below the 41st percentile in ELA. These proficiency levels highlight concerns related to student engagement, instructional effectiveness, and alignment to rigorous learning standards—particularly in ELA. Analysis of school-wide trends identifies three primary contributing factors to these achievement gaps:

1. Implementation of a Newly Adopted ELA Curriculum – Teachers are still in the process of fully integrating and adapting instructional practices to align with new curricular demands.
2. Teacher Certification Gaps – With 25% of teachers currently uncertified, there are discrepancies in pedagogical approaches, impacting consistency in instruction and student learning outcomes.
3. Lesson and Unit Planning Effectiveness – Classroom walkthrough data reveals inconsistencies in lesson structure, alignment to standards, and the use of scaffolding and differentiation strategies, affecting student comprehension and engagement.

These findings underscore the critical need for targeted instructional support, strengthened curriculum alignment, and professional development to ensure all students receive high-quality, equitable learning opportunities. By addressing these areas, Grant Middle School aims to improve instructional coherence, increase student investment in learning, and close achievement gaps in math and ELA.

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

In 24-25, Grant Middle School strengthened unit and lesson planning by structuring PLTs with instructional coach support, providing lesson plan feedback, and utilizing district coaches for ELA curriculum planning. To refine this strategy, the school will enhance planning protocols, integrate teacher-led collaborative cycles, and strengthen classroom-based coaching for effective implementation. A consistent lesson review system will ensure alignment and accountability across all subjects, driving student success.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Essential Action Steps</b> (Begin with a verb)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b> (PD, Budget, People, Time, etc.)	<b>P</b>
Conduct a needs assessment survey with teachers about current unit/lesson planning practices and challenges.	By 9/1	Justin Canfield	Microsoft form, Justin Canfield, time to create and complete survey	
Create a lesson plan feedback action plan to include: <ul style="list-style-type: none"> <li>• Non-negotiables to include in lesson plans</li> <li>• A rubric for assessing lesson plans</li> <li>• A calendar for lesson plan turn in and feedback, to be shared during opening days.</li> </ul>	By 9/1	David Guertin, Luke McDonald, Justin Canfield	Planning time, extension of service (coach pay ticket), David Guertin, Luke McDonald, Justin Canfield	
Assign an instructional leader to every core content PLT to support effective unit planning.	By 9/1	Luke McDonald, Justin Canfield	Luke McDonald, Justin Canfield, time to meet, master schedule	
Conduct professional learning sessions on effective unit and lesson planning, including backwards planning.	By 9/26	Justin Canfield, Luke McDonald	Luke McDonald, Justin Canfield, Content Liaisons TBD, time to offer PD	

Implement walkthrough cycles that focus on unit and lesson planning indicators. Each classroom should receive 2 walkthroughs and feedback within the cycle period.  Indicator 1: Classroom Management & Learning Environment- The teacher establishes a positive, well-organized learning environment that maximizes student engagement and minimizes disruptions.	October (4 week cycle)	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, whetstone	
Review MP1 lesson plans utilizing the rubric, provide feedback to teachers, and review trends during guiding coalition.	By 10/31	David Guertin	Time to Meet as a guiding coalition, Administration, lesson plan rubric, lesson plans	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
By 9/1	Lesson plan needs assessment survey	90% of teachers submitted the lesson plan needs assessment survey	
By 9/1	Guiding Coalition Meeting Minutes	Lesson plan action plan is complete and included on opening days slides.	
By 9/1	PLT calendar	100% of core content PLTs have been assigned 1 instructional leader.	
By 9/26	PD attendance	100% of teachers have attended one lesson planning professional learning session.	
By 10/31	Lesson feedback rubric	100% of teachers that submitted lesson plans have received feedback at least once during MP1- all non-negotiables are evident.	
By 10/31	Whetstone / Rubric	100% of core content teachers have received 2 walkthroughs with feedback on indicator 1. 75% of teachers have an effective score for indicator 1	

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.

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Luke McDonald
---	---	--------------------------------------

**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.**

Grant Middle School's most recent NWEA results indicate significant gaps in student achievement, with 78% of students scoring below the 41st percentile in math and 66% below the 41st percentile in ELA. These proficiency levels highlight concerns related to student engagement, instructional effectiveness, and alignment to rigorous learning standards—particularly in ELA. Analysis of school-wide trends identifies three primary contributing factors to these achievement gaps:

1. Implementation of a Newly Adopted ELA Curriculum – Teachers are still in the process of fully integrating and adapting instructional practices to align with new curricular demands.
2. Teacher Certification Gaps – With 25% of teachers currently uncertified, there are discrepancies in pedagogical approaches, impacting consistency in instruction and student learning outcomes.
3. Lesson and Unit Planning Effectiveness – Classroom walkthrough data reveals inconsistencies in lesson structure, alignment to standards, and the use of scaffolding and differentiation strategies, affecting student comprehension and engagement.

These findings underscore the critical need for targeted instructional support, strengthened curriculum alignment, and professional development to ensure all students receive high-quality, equitable learning opportunities. By addressing these areas, Grant Middle School aims to improve instructional coherence, increase student investment in learning, and close achievement gaps in math and ELA.

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

In 24-25, Grant Middle School strengthened unit and lesson planning by structuring PLTs with instructional coach support, providing lesson plan feedback, and utilizing district coaches for ELA curriculum planning. To refine this strategy, the school will enhance planning protocols, integrate teacher-led collaborative cycles, and strengthen classroom-based coaching for effective implementation. A consistent lesson review system will ensure alignment and accountability across all subjects, driving student success.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Essential Action Steps</b> (Begin with a verb)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b> (PD, Budget, People, Time, etc.)	<b>P</b>
Share exemplary unit and lesson plans with teachers on Padlet and provide time during PLT to review and analyze them.	By 11/3	Justin Canfield, Brittany Ray	Content Liaisons TBD, time to meet during PLT, exemplary plans	
Review MP1 lesson plans utilizing the rubric, provide feedback to teachers, and review trends during guiding coalition	By 11/3	David Guertin	Rubric, Administration, time for guiding coalition to meet	
Facilitate professional development: <ol style="list-style-type: none"> <li>1. Based on lesson plan and walkthrough feedback, target professional development on classroom management and a welcoming learning environment.</li> <li>2. Learning Target and Standards Alignment- understand state curriculum standards and create aligned learning targets that are measurable, student-centered, and aligned with the unit's overall goals.</li> </ol>	By 11/7	Justin Canfield, Brittany Ray	Instructional Coaches, time to plan and facilitate pd	

Continue walkthrough cycles that focus on unit and lesson planning indicators. Each classroom should receive 2 walkthroughs and feedback within the cycle period. Indicator 1 and Indicator 2: Learning Target alignment with Standards	November-December (4 week cycle)	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, whetstone	
--	----------------------------------	---	--	--

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19	Rubric will be used to assess lesson plans and give feedback to teachers	100% of staff that submitted lesson plans have received feedback in MP2	
11/7	PD attendance	75% of staff have attended either pd option 1 or 2	
12/19	Whetstone / Rubric	100% of core content teachers have received 2 walkthroughs with feedback on indicators 1 and 2. 75% or teachers have an effective score on indicators 1 and 2	
12/20	Core Content Formative Assessment Data (Common Formative Assessments)	50% of students show 10% growth on unit pre and post assessments	

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.

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Luke McDonald
---	---	--------------------------------------

**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.**

Grant Middle School's most recent NWEA results indicate significant gaps in student achievement, with 78% of students scoring below the 41st percentile in math and 66% below the 41st percentile in ELA. These proficiency levels highlight concerns related to student engagement, instructional effectiveness, and alignment to rigorous learning standards—particularly in ELA. Analysis of school-wide trends identifies three primary contributing factors to these achievement gaps:

1. Implementation of a Newly Adopted ELA Curriculum – Teachers are still in the process of fully integrating and adapting instructional practices to align with new curricular demands.
2. Teacher Certification Gaps – With 25% of teachers currently uncertified, there are discrepancies in pedagogical approaches, impacting consistency in instruction and student learning outcomes.
3. Lesson and Unit Planning Effectiveness – Classroom walkthrough data reveals inconsistencies in lesson structure, alignment to standards, and the use of scaffolding and differentiation strategies, affecting student comprehension and engagement.

These findings underscore the critical need for targeted instructional support, strengthened curriculum alignment, and professional development to ensure all students receive high-quality, equitable learning opportunities. By addressing these areas, Grant Middle School aims to improve instructional coherence, increase student investment in learning, and close achievement gaps in math and ELA.

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

In 24-25, Grant Middle School strengthened unit and lesson planning by structuring PLTs with instructional coach support, providing lesson plan feedback, and utilizing district coaches for ELA curriculum planning. To refine this strategy, the school will enhance planning protocols, integrate teacher-led collaborative cycles, and strengthen classroom-based coaching for effective implementation. A consistent lesson review system will ensure alignment and accountability across all subjects, driving student success.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review MP2 lesson plans utilizing the rubric, provide feedback to teachers, and review trends during guiding coalition	By 1/9	David Guertin	Rubric, Administration, time for guiding coalition to meet	
Facilitate professional development: <ol style="list-style-type: none"> <li>1. Based on lesson plan and walkthrough feedback, target professional development on learning target alignment with standards</li> <li>2. Student Engagement and Active learning: Lessons actively engage students and promote student-centered learning through activities such as cooperative learning, hands-on tasks, discussions, or inquiry-based activities. Clear evidence of Accountable Talk and AVID WICOR strategies.</li> </ol>	By 1/16	Justin Canfield, Brittany Ray	Instructional Coaches, time to plan and facilitate pd	
Continue walkthrough cycles that focus on unit and lesson planning indicators. Each classroom should receive 2 walkthroughs and feedback within the cycle period.	February-March (4 week cycle)	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, whetstone	

Indicator 1, 2 and 3: Student Engagement and Active Learning				
--	--	--	--	--

PROGRESS MONITORING (JANUARY – MARCH)			
<i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/9	Rubric will be used to assess lesson plans and give feedback to teachers	100% of staff that submitted lesson plans have received feedback in MP2	
1/16	PD attendance	75% of staff have attended either pd option 1 or 2	
3/27	Whetstone / Rubric	100% of core content teachers have received 2 walkthroughs with feedback on indicators 1,2, and 3. 75% of teachers scored effective on these indicators.	

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

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

<b>Key Strategy 2: Effective Unit and Lesson Planning</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Luke McDonald
---	---	--------------------------------------

**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.**

Grant Middle School's most recent NWEA results indicate significant gaps in student achievement, with 78% of students scoring below the 41st percentile in math and 66% below the 41st percentile in ELA. These proficiency levels highlight concerns related to student engagement, instructional effectiveness, and alignment to rigorous learning standards—particularly in ELA. Analysis of school-wide trends identifies three primary contributing factors to these achievement gaps:

4. Implementation of a Newly Adopted ELA Curriculum – Teachers are still in the process of fully integrating and adapting instructional practices to align with new curricular demands.
5. Teacher Certification Gaps – With 25% of teachers currently uncertified, there are discrepancies in pedagogical approaches, impacting consistency in instruction and student learning outcomes.
6. Lesson and Unit Planning Effectiveness – Classroom walkthrough data reveals inconsistencies in lesson structure, alignment to standards, and the use of scaffolding and differentiation strategies, affecting student comprehension and engagement.

These findings underscore the critical need for targeted instructional support, strengthened curriculum alignment, and professional development to ensure all students receive high-quality, equitable learning opportunities. By addressing these areas, Grant Middle School aims to improve instructional coherence, increase student investment in learning, and close achievement gaps in math and ELA.

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

In 24-25, Grant Middle School strengthened unit and lesson planning by structuring PLTs with instructional coach support, providing lesson plan feedback, and utilizing district coaches for ELA curriculum planning. To refine this strategy, the school will enhance planning protocols, integrate teacher-led collaborative cycles, and strengthen classroom-based coaching for effective implementation. A consistent lesson review system will ensure alignment and accountability across all subjects, driving student success.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review MP3 lesson plans utilizing the rubric, provide feedback to teachers, and review trends during guiding coalition	By 4/3	David Guertin	Rubric, Administration, time for guiding coalition to meet	
Facilitate professional development: 1. Based on lesson plan and walkthrough feedback target professional development on student engagement and active learning 2. Assessment for Learning: Teachers incorporate formative assessments into lessons to monitor student progress and adjust instruction.	By 4/10	Justin Canfield, Brittany Ray	Instructional Coaches, time to plan and facilitate pd	
Continue walkthrough cycles that focus on unit and lesson planning indicators. Each classroom should receive 2 walkthroughs and feedback within the cycle period. Indicator 1, 2, 3, and 4: Assessment for Learning	April- May (4 week cycle)	David Guertin, Luke McDonald, Justin Canfield, Brittany Ray	Administration, Instructional Coaches, time to conduct walkthroughs, whetstone	

#### PROGRESS MONITORING (APRIL – JUNE)

*Outcome Data*

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/3	Rubric will be used to assess lesson plans and give feedback to teachers	100% of staff that submitted lesson plans have received feedback in MP2	
4/10	PD attendance	75% of staff have attended either pd option 1 or 2	
6/1	Whetstone / Rubric	100% of core content teachers have received 2 walkthroughs with feedback on indicator 1-4. 75% of teachers scored effectively on these indicators.	
6/20	Core Content Formative Assessment Data (Common Formative Assessments)	70% of students show What % growth? on unit pre and post assessments	

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

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

**Key Strategy 3:** PLC: Monitoring to Promote Effectiveness

[SY2526 PD Plan \[Grant\].xlsx](#)

**School Lead:**  
Justin Canfield

**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.**

Effective PLCs foster educator collaboration, enabling the development of common formative assessments, in-depth student data analysis, shared expertise, and the modeling of efficient instructional practices. Through this process, teachers identify targeted opportunities for reteaching, ensuring equitable access to curriculum and learning standards for all students. Based upon our needs assessments, student surveys showed us that our scholars want to be pushed academically with engaging lessons. Based on PLC walkthroughs using the strategy implementation guide, our math department had the highest overall scores. These walkthroughs had a direct correlation with the growth we saw in Math. As a district-wide initiative, this framework reinforces shared accountability among teachers, ensuring a guaranteed and viable curriculum that supports student success.

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

In 24-25, we scheduled all teachers a time during the school day to meet as PLCs, established norms, and provided professional development to our content liaisons. In 25-16, we will expand our efforts by establishing clear, strategic goals aligned with the district's mission. Educators will receive comprehensive guidance on PLC implementation, ensuring consistency and clarity across all teams. Structured meeting protocols will be developed to facilitate productive collaboration, supported by quarterly check-ins with instructional coaches to provide targeted support and ongoing refinement. Additionally, regular PLC meetings will be scheduled during and after school to sustain engagement and foster continuous improvement in instructional practices.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish clear, strategic goals aligned with the district's mission. Establish a PLC Leadership Team and provide professional development on the PLC process	8/15	Justin Canfield, Kwame Stephens	Time to meet, extension of service budget	
Share comprehensive guidance on PLC implementation with all teachers and hold a whole-staff kickoff meeting on PLC.	9/3	David Guertin, Justin Canfield,	Admin/ PLC Leadership team Time to develop and deliver PD.	
Hold initial PLC Meeting to establish norms and expectations. Focusing on team building and collaborative culture. Create a guaranteed viable curriculum and pacing.	9/19	PLC Leadership Team	PLC Schedule	
Facilitate collaborative planning sessions focused on targeted instructional strategies or intervention for immediate implementation in classrooms	9/30	PLC Leadership Team	Instructional Coach, Content Liaisons, all content teachers. Time to meet	
Survey staff on how they are using data to guide instruction within the classroom. Provide additional training and coaching support for data collection within each PLC area based on survey	10/6	PLC Team, SCEP TEAM	Instructional Coach	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

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

9/3	Attendance Sheet	100% of staff will attend the PLC for professional development and have identified key standards for their school year. Teachers can clearly articulate PLC norms and individual roles within their groups	
9/15	PLC Meeting Agenda	90% of PLCS have a digital agenda that fits their needs and follows the guidelines of an effective PLC. Meeting minutes or notes reflect adherence to agreed norms and roles	
9/30	Collaborative Planning Session / Reteach Plans	100% of content teachers would have participated in a collaborative planning session and completed their initial cycle of reteach plans, showing documentation of at least one clear, measurable goal focused on improving student outcomes. (accountable via walkthroughs)	
10/1	Give survey on PLC Process	100% of PLCS will have completed the survey to give us a view on how PLC Process is going and ask for any help if needed. Cut off for effective PLC. Teachers either feel they can run a PLC or advocate for additional support. 10/6 staff meeting	
10/6	Review Survey Results	80% of Teachers demonstrate increased confidence in accessing and interpreting student data, as reflected in survey follow-ups. Data tracking begins to be integrated into PLC routines, with visible documentation	

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

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

<b>Key Strategy 3:</b> PLC: Monitoring to Promote Effectiveness	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Justin Canfield
---	---	--

**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.**

Effective PLCs foster educator collaboration, enabling the development of common formative assessments, in-depth student data analysis, shared expertise, and the modeling of efficient instructional practices. Through this process, teachers identify targeted opportunities for reteaching, ensuring equitable access to curriculum and learning standards for all students. Based upon our needs assessments, student surveys showed us that our scholars want to be pushed academically with engaging lessons. Based on PLC walkthroughs using the strategy implementation guide, our math department had the highest overall scores. These walkthroughs had a direct correlation with the growth we saw in Math. As a district-wide initiative, this framework reinforces shared accountability among teachers, ensuring a guaranteed and viable curriculum that supports student success.

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

In 24-25, we scheduled all teachers a time during the school day to meet as PLCs, established norms, and provided professional development to our content liaisons. In 25-16, we will expand our efforts by establishing clear, strategic goals aligned with the district's mission. Educators will receive comprehensive guidance on PLC implementation, ensuring consistency and clarity across all teams. Structured meeting protocols will be developed to facilitate productive collaboration, supported by quarterly check-ins with instructional coaches to provide targeted support and ongoing refinement. Additionally, regular PLC meetings will be scheduled during and after school to sustain engagement and foster continuous improvement in instructional practices.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Hold PLC check in with content areas. Begin sharing best practices and instructional strategies. Collect feedback on PLC meeting effectiveness.	11/1	All Teachers, Coaches, Content liaisons, Admin	Content Time, Survey,	
Implement PLC Action Plans	11/1 - 12/20	All Teachers	PLC Time,	
Monitor PLC progress	11/1 - 12/20	Coaches, Admin, Liaisons	Admin Walkthroughs	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1	Teachers share out a Glow and Grow of the PLC process so far as a whole.	100% of PLC groups share their progress and create a SMART Goal for their PLC in November. 80% of the staff who were unable to effectively run a PLC on 10/6 are now able to.	
11/1	Actively Using Agendas	90 % of PLCs are actively using the digital agenda system	
11/30	Admin Walkthroughs	90% of our PLCs are Meeting, collecting data via CFA, and analyzing.	
12/6	PLC Rubric	85% of PLCs are in the initiation stage or higher when evaluated against the PLC Continuum.	
12/20	NWEA	NWEA Reading:	

		<p>We will decrease the number of students scoring at a level 1 by 6% NWEA Math:</p> <p>We will decrease the number of students scoring at a level 1 by 5%</p>	
--	--	--	--

**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 3:** PLC: Monitoring to Promote Effectiveness

[SY2526 PD Plan \[Grant\].xlsx](#)

**School Lead:**  
Justin Canfield

**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.**

Effective PLCs foster educator collaboration, enabling the development of common formative assessments, in-depth student data analysis, shared expertise, and the modeling of efficient instructional practices. Through this process, teachers identify targeted opportunities for reteaching, ensuring equitable access to curriculum and learning standards for all students. Based upon our needs assessments, student surveys showed us that our scholars want to be pushed academically with engaging lessons. Based on PLC walkthroughs using the strategy implementation guide, our math department had the highest overall scores. These walkthroughs had a direct correlation with the growth we saw in Math. As a district-wide initiative, this framework reinforces shared accountability among teachers, ensuring a guaranteed and viable curriculum that supports student success.

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

In 24-25, we scheduled all teachers a time during the school day to meet as PLCs, established norms, and provided professional development to our content liaisons. In 25-16, we will expand our efforts by establishing clear, strategic goals aligned with the district's mission. Educators will receive comprehensive guidance on PLC implementation, ensuring consistency and clarity across all teams. Structured meeting protocols will be developed to facilitate productive collaboration, supported by quarterly check-ins with instructional coaches to provide targeted support and ongoing refinement. Additionally, regular PLC meetings will be scheduled during and after school to sustain engagement and foster continuous improvement in instructional practices.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Label effective PLCs	1/5	Coach/Admin	Review data	
Continue offering coaching sessions focused on PLC implementation, data collection, and data analysis. Focus on pairing PLCs via walkthrough or video.	1/5-3/31	Coaches	Coach cycles Classroom visit schedule	
Mid-Year Standard Check in (Multi Grade levels)	2/2	All Staff	Grade level meeting time	
Conduct a Mid-Year teacher survey evaluating PLC Effectiveness.	2/2	Liaisons, Coaches, SCEP, GC	Survey, Time to fill out	
Compare NWEA growth sectors to PLCs	2/30	PLC Teams, Admin, Coaches, SCEP GC	NWEA data and time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/5	PLC Right	50 % of PLCs in building are in the PLC Right Phase of the Strategy Implementation Guide and are now PLC Leader Groups	
1/5 - 3/31	PLC groups are in coaching cycles	50% of PLCs are either A) In a cycle with a coach or B) Creating content and or opening classroom for PLC walkthroughs.	
2/2	PLC Implementation Survey	90% of teachers report increased collaboration and professional growth.	

2/2	Completed Standards Tracker	80% of teachers have completed the priority standards that were chosen and paced for the first half of the school year.	
2/30	PLC Growth Correlation	100% of the PLCs that are “Right” have increased growth of improvement	

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

--

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

**Key Strategy 3:** PLC: Monitoring to Promote Effectiveness

[SY2526 PD Plan \[Grant\].xlsx](#)

**School Lead:**  
Justin Canfield

**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.**

Effective PLCs foster educator collaboration, enabling the development of common formative assessments, in-depth student data analysis, shared expertise, and the modeling of efficient instructional practices. Through this process, teachers identify targeted opportunities for reteaching, ensuring equitable access to curriculum and learning standards for all students. Based upon our needs assessments, student surveys showed us that our scholars want to be pushed academically with engaging lessons. Based on PLC walkthroughs using the strategy implementation guide, our math department had the highest overall scores. These walkthroughs had a direct correlation with the growth we saw in Math. As a district-wide initiative, this framework reinforces shared accountability among teachers, ensuring a guaranteed and viable curriculum that supports student success.

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

In 24-25, we scheduled all teachers a time during the school day to meet as PLCs, established norms, and provided professional development to our content liaisons. In 25-16, we will expand our efforts by establishing clear, strategic goals aligned with the district's mission. Educators will receive comprehensive guidance on PLC implementation, ensuring consistency and clarity across all teams. Structured meeting protocols will be developed to facilitate productive collaboration, supported by quarterly check-ins with instructional coaches to provide targeted support and ongoing refinement. Additionally, regular PLC meetings will be scheduled during and after school to sustain engagement and foster continuous improvement in instructional practices.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct end of year review and evaluation of PLC implementation / Process	5/1	Coaches	Meeting Time	
Refine plc structures, meetings, and focus areas based on year 2 reflections. Update PLC Goals and action plans to align with new school wide priorities and initiatives.	5/2	Admin, Coaches,	Needs assessment	
Celebrate accomplishments and recognize contributions publicly	6/1		\$ for snacks	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20	EOY review Data	90% of PLCs meet or exceed their established goals.	
6/20	Student assessment data (formative and summative assessments)	10% improvement in student performance in key focus areas identified by PLCs	
6/25	NWEA	NWEA Reading: We will decrease the number of students scoring at a level 1 by 12% NWEA Math: We will decrease the number of students scoring at a level 1 by 10%	

**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.

<b>Key Strategy 4:</b> Teacher Co-Planning to Support Diverse Learners	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Justin Canfield
--	---	--

**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 student interviews indicated a desire to increase rigor and scaffolded learning in their classes. Our staff's reflection and synthesis of our school's needs, specifically in instruction and systems and organization, showed a concern for the current strategies being used for co-planning and differentiating instruction. [Research](#) shows that properly scaffolded and differentiated instruction has a positive impact on all students' academic performance. For these reasons, teacher co-planning to support diverse learners was chosen as a key strategy.

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

In 2024-2025, the master schedule was intentionally crafted to include consistent, daily times where all grade level content teachers were off to allow for PLC meetings; but there was not a specific time allotted for co-planning with other instructional staff including SPED and ENL teachers. In 25-26, we are expanding co-planning to support diverse learners by intentionally scheduling time for teachers to meet, setting goals aligned with the school's vision, and conducting professional development.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Assign co-planning meeting times to occur opposite of content area PLC meeting days.	8/15	David Guertin, Hayley Downs, Brittany Ray, Justin Canfield, Luke McDonald	Admin, Instructional Coaches Time to meet	
Set co-planning meeting goals, develop structured meeting protocols, agendas, and checklists. Create a collection of digital resources that includes the following: exemplar differentiated lesson plans, video tutorials, and links to digital co-planning tools.	By 9/3	David Guertin, Hayley Downs, Luke McDonald, Brittany Ray, Justin Canfield, Tiffany Duquette, Rachel Prentice, Olivia Carni	Admin, Instructional Coaches Time to meet Extension of service	
Conduct initial PD training sessions on co-planning protocols and procedures. Introduce teachers to co-planning tools and resources for collaborative planning.	By 9/30	Tiffany Duquette, Rachel Prentice, Brittany Ray, Justin Canfield	Time to develop and deliver PD Extension of service Co-planning resources	
Hold initial co-planning meetings, facilitated by Content Leads, to establish norms and expectations. Analyze baseline data to inform instructional practices based on student needs, identify areas for focus and improvement based on data analysis. Focus on data-driven scaffolds and modifications.	By 10/10	Tiffany Duquette, Rachel Prentice, Brittany Ray, Justin Canfield, Chris Schroth, Rebecca Clark, Andrew Gacek	Instructional Coach, Content leads Time to meet Extension of service	
Facilitate first collaborative planning sessions focused on targeted instructional strategies or interventions for immediate implementation in classrooms.	By 10/17	Tiffany Duquette, Rachel Prentice, Brittany Ray, Justin Canfield, Chris Schroth, Rebecca Clark, Andrew Gacek	Instructional Coach, Content Leads, all teachers Time to meet	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/30	Co-Planning Professional Development Session 1 Attendance	100% of staff will have attended the co-planning professional development session 1	
10/17	Lesson Plan Submission	Lesson plans submitted Bi-Weekly that include scaffolds and modifications, indicative of combined co-planning efforts	

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

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

<b>Key Strategy 4:</b> Teacher Co-Planning to Support Diverse Learners	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Justin Canfield
--	---	--

**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 student interviews indicated a desire to increase rigor and scaffolded learning in their classes. Our staff's reflection and synthesis of our school's needs, specifically in instruction and systems and organization, showed a concern for the current strategies being used for co-planning and differentiating instruction. [Research](#) shows that properly scaffolded and differentiated instruction has a positive impact on all students' academic performance. For these reasons, teacher co-planning to support diverse learners was chosen as a key strategy.

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

In 2024-2025, the master schedule was intentionally crafted to include consistent, daily times where all grade level content teachers were off to allow for PLC meetings; but there was not a specific time allotted for co-planning with other instructional staff including SPED and ENL teachers. In 25-26, we are expanding co-planning to support diverse learners by intentionally scheduling time for teachers to meet, setting goals aligned with the school's vision, and conducting professional development.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Co-planning self-assessment and reflection <ul style="list-style-type: none"> <li>Rate and evaluate co-planning effectiveness in differentiating and scaffolding instruction</li> <li>Reflect on strengths and areas in need of improvement</li> <li>Set a co-planning goal</li> </ul>	11/1-12/19	All teachers	All teachers Time to meet Self-Assessment and Reflection Tool	
Monitor Co-Planning Progress: <ul style="list-style-type: none"> <li>Review lesson plans</li> <li>Use the walkthrough rubric to evaluate co-planned lessons' effectiveness and implementation</li> </ul>	12/15	Brittany Ray, Justin Canfield, Luke McDonald, David Guertin, Hayley Downs	Instructional coaches, admin, all teachers Walkthrough rubric Time to meet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/30	Lesson Plans Alignment to Goal Setting	80% of lesson plans include modifications and scaffolds to support all learners in the classroom that match goal setting	
12/15	Walkthrough rubric	60% of lessons include modifications and scaffolds to support all learners in the classroom	
12/20	NWEA Reading	For our SPED subgroup, 60% of students saw at least 60% growth from fall to winter NWEA. For our ELL subgroup, 70% of students saw at least 60% growth from fall to winter NWEA.	

**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.

<b>Key Strategy 4:</b> Teacher Co-Planning to Support Diverse Learners	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Justin Canfield
--	---	--

**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 student interviews indicated a desire to increase rigor and scaffolded learning in their classes. Our staff's reflection and synthesis of our school's needs, specifically in instruction and systems and organization, showed a concern for the current strategies being used for co-planning and differentiating instruction. [Research](#) shows that properly scaffolded and differentiated instruction has a positive impact on all students' academic performance. For these reasons, teacher co-planning to support diverse learners was chosen as a key strategy.

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

In 2024-2025, the master schedule was intentionally crafted to include consistent, daily times where all grade level content teachers were off to allow for PLC meetings; but there was not a specific time allotted for co-planning with other instructional staff including SPED and ENL teachers. In 25-26, we are expanding co-planning to support diverse learners by intentionally scheduling time for teachers to meet, setting goals aligned with the school's vision, and conducting professional development.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify any teachers in need of coaching sessions. These sessions will be focused on effective co-planning strategies, developing lesson plans to support all learners, and implementation support plans.	1/1-3/31	Brittany Ray, Justin Canfield	Instructional coaches Time to meet Co-planning resources	
Conduct a mid-year walkthroughs identifying co-planning effectiveness and any areas of support needed. Compare mid-year data to beginning of the year data.	2/16	Administrators, Brittany Ray, Justin Canfield	Admin Instructional coaches Walkthrough tool	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/16	Mid-year walkthrough data analysis	-80% of teachers showing increased collaboration and confidence in co-planning lessons	
3/31	Coaching Sessions and data from Coaching cycle	90% of targeted teachers complete coaching cycle	

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

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

<b>Key Strategy 4: Teacher Co-Planning to Support Diverse Learners</b>	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Justin Canfield
--	---	--

**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 student interviews indicated a desire to increase rigor and scaffolded learning in their classes. Our staff's reflection and synthesis of our school's needs, specifically in instruction and systems and organization, showed a concern for the current strategies being used for co-planning and differentiating instruction. [Research](#) shows that properly scaffolded and differentiated instruction has a positive impact on all students' academic performance. For these reasons, teacher co-planning to support diverse learners was chosen as a key strategy.

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

In 2024-2025, the master schedule was intentionally crafted to include consistent, daily times where all grade level content teachers were off to allow for PLC meetings; but there was not a specific time allotted for co-planning with other instructional staff including SPED and ENL teachers. In 25-26, we are expanding co-planning to support diverse learners by intentionally scheduling time for teachers to meet, setting goals aligned with the school's vision, and conducting professional development.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Offer additional coaching sessions focused on identified areas of needed support from the mid-year co-planning status survey	4/1-5/29	Brittany Ray, Justin Canfield	Instructional coaches Time to meet Co-planning resources	
Perform an end of year teacher survey to assess co-planning and coaching session effectiveness and identify any teacher feedback for next year's implementation	5/29	Brittany Ray, Justin Canfield	Instructional coaches, all teachers Survey	
Conduct an end of year review and evaluation of co-planning implementation by review staff survey results, walkthrough data, and student assessment data to identify successful strategies and areas needing improvement	By 6/5	Brittany Ray, Justin Canfield	Instructional coaches Survey results and walkthrough data Time to meet	
Refine co-planning structures, coaching sessions, and focus areas based on end of year review. Update goals and action plan to align with new school-wide priorities and initiatives.	By 6/19	Brittany Ray, Justin Canfield	Instructional coaches Time to meet	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/29	End of year co-planning teacher survey	90% of teachers report co-planning meetings have positively impacted the lesson planning process and increased their lessons' effectiveness	
6/19	Walkthrough data	90% of teachers displayed growth in walkthrough score when compared to beginning of the year scores	
6/19	Student assessment data (formative and summative)	10% improvement in student performance in key focus areas	

6/19	NWEA Reading	For our SPED subgroup, 75% of students saw at least 60% growth from winter to spring NWEA. For our ELL subgroup, 85% of students saw at least 60% growth from winter to spring NWEA.	
------	--------------	---	--

**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.

<b>Key Strategy 5:</b> Parent Communication Strategy; including Regular Updating of Contact Information	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> David Guertin
---	---	--------------------------------------

**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.**

Recent feedback collected from both staff and families highlights a pressing need to strengthen parent communication at Grant Middle School. Of the 625 students currently enrolled, only 26 families responded to the school survey; many expressed a desire for more consistent and accessible communication. Supporting this, 61% of staff reported that communicating with families is a significant challenge, and only 28% indicated that they meet with families in person. Additionally, staff overwhelmingly noted a need for more frequent communication with parents. These findings suggest that improving communication strategies and increasing engagement opportunities with families should be a top priority to support student success and strengthen the home-school connection.

**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 by establishing comprehensive communication protocols for the 2025–2026 school year. These protocols will define the **frequency** of communication between staff and families to ensure consistent updates, outline the **methods** of communication—including email, phone calls, text alerts, newsletters, and in-person meetings—and specify the **content** to be shared, such as academic progress, behavior updates, school events, and available support services. By standardizing these practices across the school, we aim to foster stronger partnerships with families, increase engagement, and improve overall student

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create a communication handbook that will outline clear and consistent communication methods to keep parents informed about school events, school activities, and child's overall progress in school. Handbook will highlight frequency of contact and a variety of methods, and content.	Aug 15	SLT	SLT summer meetings, Extension of service money (SIG)	
Develop a Parent Communication Strategy Team and schedule a biweekly meeting (2:40-3:40) with the Parent Communication Strategy team to look at communication methods and data.	By Sept 12	SLT, Admin, SCEP team, Family engagement liaison, Parent Communication Strategy Team	SLT summer meetings, Extension of service money (SIG)	
Plan family events for the year	By Sept 12	SLT, SCEP team, Family engagement liaison, Parent Communication Strategy Team	SLT summer meetings, Extension of service money (SIG)	
Deliver PD to all staff introducing the handbook and expectations for communication	By Sept 19	Admin, Coaches, SCEP team, Family engagement liaison.	Planning time/ Extension of service money (SIG) time during opening days	
Introduce communication plan to families at open house and through parent square.	Oct 3	Admin, Parent Communication Strategy		

		Team Family engagement liaison.		
Collect data and give feedback on communication frequency, various methods of communication, and content shared	By Oct 15	Admin, Parent Communication Strategy Team Family engagement liaison.	Extension of service time after school	
Survey parents to determine effectiveness and satisfaction of communication methods	By Oct 30	Admin, Parent Communication Strategy Team Family engagement liaison.	Survey, Extension of service time after school to create and analyze survey data	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b> <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/1	Handbook completion	A completed handbook. A variety of methods to contact families that staff can utilize to send frequent content and information.	
9/7	Deliver PD	100% of staff trained on handbook	
9/30	Outreach documented in SchoolTool. Provide communication feedback to staff	100% of staff send out communication. Biweekly meetings (9:20-10:40) are happening and providing feedback	
10/30	Parent survey data	20% of parent feedback on new communication system	

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

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

<b>Key Strategy 5:</b> Parent Communication Strategy; including Regular Updating of Contact Information	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> David Guertin
--	---	--------------------------------------

**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.**

Recent feedback collected from both staff and families highlights a pressing need to strengthen parent communication at Grant Middle School. Of the 625 students currently enrolled, only 26 families responded to the school survey; many expressed a desire for more consistent and accessible communication. Supporting this, 61% of staff reported that communicating with families is a significant challenge, and only 28% indicated that they meet with families in person. Additionally, staff overwhelmingly noted a need for more frequent communication with parents. These findings suggest that improving communication strategies and increasing engagement opportunities with families should be a top priority to support student success and strengthen the home-school connection.

**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 by establishing comprehensive communication protocols for the 2025–2026 school year. These protocols will define the **frequency** of communication between staff and families to ensure consistent updates, outline the **methods** of communication—including email, phone calls, text alerts, newsletters, and in-person meetings—and specify the **content** to be shared, such as academic progress, behavior updates, school events, and available support services. By standardizing these practices across the school, we aim to foster stronger partnerships with families, increase engagement, and improve overall 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
Collect and give feedback on communication frequency, methods and content	By Nov 14 By Dec 15	Admin, Parent Communication Strategy Team Family engagement liaison.	Extension of service time after school	
Survey parents to determine effectiveness and satisfaction of communication	Nov 14	Admin, Parent Communication Strategy Team, Family engagement liaison.	Survey, Extension of service time after school to create and analyze survey data	
Survey staff and collect data. Schedule ongoing follow-up sessions to address questions, provide additional communication strategies, and offer support to teachers who may be struggling to make contact. Request updated contact information from families unable to be reached	Dec 5	Teachers, Parent Communication Strategy Team, Family engagement liaison.	Extension of service time after school	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15	Collecting communication and providing feedback	A variety of methods to contact families that staff can utilize to send frequent content and information. 100% feedback to all staff.	

11/30	Analyzed parent survey data	Increased parent involvement and used data to incorporate parent needs based on survey data. 30% of families take survey.	
12/15	Analyzed staff survey data	100% staff buy in and sharing of successes. 100% of staff take survey	
12/1	Biweekly meeting agendas	Biweekly meetings are happening and providing feedback and analyzing data	
12/20	Student Daily Attendance Indicator	Level 3 Attendance	

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

--

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

<b>Key Strategy 5:</b> Parent Communication Strategy; including Regular Updating of Contact Information	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> David Guertin
--	---	--------------------------------------

**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.**

Recent feedback collected from both staff and families highlights a pressing need to strengthen parent communication at Grant Middle School. Of the 625 students currently enrolled, only 26 families responded to the school survey; many expressed a desire for more consistent and accessible communication. Supporting this, 61% of staff reported that communicating with families is a significant challenge, and only 28% indicated that they meet with families in person. Additionally, staff overwhelmingly noted a need for more frequent communication with parents. These findings suggest that improving communication strategies and increasing engagement opportunities with families should be a top priority to support student success and strengthen the home-school connection.

**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 by establishing comprehensive communication protocols for the 2025–2026 school year. These protocols will define the **frequency** of communication between staff and families to ensure consistent updates, outline the **methods** of communication—including email, phone calls, text alerts, newsletters, and in-person meetings—and specify the **content** to be shared, such as academic progress, behavior updates, school events, and available support services. By standardizing these practices across the school, we aim to foster stronger partnerships with families, increase engagement, and improve overall student outcomes.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Analyze staff survey data from first half of school year and provide updated communication strategies to enhance communication methods	Jan 15th	Admin, Coaches, SCEP team, Family engagement liaison.	Survey, Extension of service time after school to analyze data.	
Provide families with survey on effectiveness and satisfaction of communication methods and frequency	Jan 30th	Admin, Family Engagement liaison	Survey, Extension of service time after school to create and analyze survey data	
Analyze parent survey data. Review outliers. Monitor and adjust communication strategy plan if needed.	Feb 13	Family engagement liaison, Admin, SCEP team	Survey, Extension of service time after school to create and analyze survey data	
Implement updated communication methods and strategies. Communicate any changes to staff and families for effective two-way communication throughout the remainder of school year	March 2		Survey, Extension of service time after school to create and analyze survey data. PD on updates communication plan	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 15	Data analysis: percentage of contact made, parent responses, tracking attendance of school events	10% Increase in family participation, communication made, and parental response (up to 40%?)	
Feb 13	Parent survey analysis	Increase in responses and feedback to update/upgrade communication	



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

<b>Key Strategy 5:</b> Parent Communication Strategy; including Regular Updating of Contact Information	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> David Guertin
--	---	--------------------------------------

**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.**

Recent feedback collected from both staff and families highlights a pressing need to strengthen parent communication at Grant Middle School. Of the 625 students currently enrolled, only 26 families responded to the school survey; many expressed a desire for more consistent and accessible communication. Supporting this, 61% of staff reported that communicating with families is a significant challenge, and only 28% indicated that they meet with families in person. Additionally, staff overwhelmingly noted a need for more frequent communication with parents. These findings suggest that improving communication strategies and increasing engagement opportunities with families should be a top priority to support student success and strengthen the home-school connection.

**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 by establishing comprehensive communication protocols for the 2025–2026 school year. These protocols will define the **frequency** of communication between staff and families to ensure consistent updates, outline the **methods** of communication—including email, phone calls, text alerts, newsletters, and in-person meetings—and specify the **content** to be shared, such as academic progress, behavior updates, school events, and available support services. By standardizing these practices across the school, we aim to foster stronger partnerships with families, increase engagement, and improve overall student outcomes.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Monitor and review use of communication methods and strategies sent to families and provide feedback to teachers	April 10	Admin	Extension of service time after school, Feedback tool	
Analyze and reflect on communication strategy plans for end of the year and planning for next year	May 29	Admin, Family Engagement Liaison	Extension of service time after school	
Provide families with a final end-of-the year survey about effectiveness and satisfaction of communication methods.	June 12	Admin, Family Engagement Liaison, SCEP team	Survey, Extension of service time after school to create and analyze survey data	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 10	Evidence of communication methods	Increased methods of communication by all teachers	
June 19	End of year data	Increase in two-way communication between staff and parents by 10%	
June 19	Student Daily Attendance Indicator	Level 3 Attendance	

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

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

<b>Key Strategy 6:</b> Components of a Restorative Justice Landscape	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Courtney Beihls
---	---	--

**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.**

Implementing restorative justice practices at Grant Middle School is key to reducing suspension rates and improving the overall school environment, especially for subgroups identified in the Syracuse City School District Code of Conduct as being disproportionately affected by traditional methods of discipline. Recent surveys reveal that only 56% of staff and students feel safe, while just 44% feel a sense of belonging. Research from the Learning Policy Institute has found when schools implement restorative practices with fidelity, it improves students' academic success, reduces suspension rates, reduces substance abuse and mental health concerns, and contributes to an overall improved climate. Knowing this, we plan to review and redesign portions of our restorative justice framework, with an aim to decrease exclusionary discipline, foster a sense of belonging for all students, and promote equity. This highlights the need for stronger community and relationships

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

In 24-25, we implemented and utilized a restorative tracker. 100% of staff were trained in how to use the tracker during triage periods. The tracker has allowed us to quickly respond to student need through restorative conferences and individualize student support. The increase in restorative conferences increased student's use of conflict resolution. In 25-26, we are expanding our restorative practices by using our established structures to increase student belonging. We will leverage staff and student restorative leaders to facilitate conferences, establish a return from suspension protocol, and utilize data to further individualize staff and student support services.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Train staff in restorative practices (how to request a restorative conference, enter triage data, conduct restorative circles) and code of conduct	By Sept 12	Christopher Newkirk, Courtney Biehls, Justin Canfield	Scheduled staff meeting times, PD sessions, staff opening days	
Educate students in restorative practices (how to request a restorative conference, what to expect/what they look like) and the code of conduct (their rights and what is expected of them) during CREW lessons.	By Oct 3	Christopher Newkirk, CREW Committee, and CREW Leaders,	Classroom lessons, Printed and digital student-friendly code of conduct materials, Collaboration with student leaders to elevate peer engagement	
Establish and implement a return from suspension restorative conference protocol	By Sept 8	Courtney Biehls, Christopher Newkirk	Protocol development meetings with administration and staff, Training for support staff and admin facilitating conferences, Time allotted for scheduling and conducting conferences	
Offer ongoing PD on fostering an environment of belonging through the elevation of student voice	Sept 19 Sept 26 Oct 3 Oct 10 Oct 17	Courtney Biehls, Christopher Newkirk, CREW Committee	Dedicated time during staff meetings and PD days, Collaboration with student groups to facilitate authentic student voice	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

<b>Implementation/Outcome Data</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
By 9/6	Review training sign-in sheet after opening days.	100% staff at Grant Middle School have been trained in restorative practices.	
By 9/20	CREW Attendance	95% of students educated in restorative practices through CREW	
By 9/20	CREW exit ticket survey after each lesson to check for understanding.	95% of students completed the exit ticket survey in CREW	
By 10/11	Number of restorative meetings post-suspension compared to suspension	100% of students that have been suspended have a restorative meeting upon 72 hours of returning.	
By Oct 17	4 Professional Development sessions offered that focus on student belonging and voice.	80% of teaching staff will be in attendance for at least one per month.	

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

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

<b>Key Strategy 6:</b> Components of a Restorative Justice Landscape	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Courtney Biehls
---	---	--

**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.**

Implementing restorative justice practices at Grant Middle School is key to reducing suspension rates and improving the overall school environment, especially for subgroups identified in the Syracuse City School District Code of Conduct as being disproportionately affected by traditional methods of discipline. Recent surveys reveal that only 56% of staff and students feel safe, while just 44% feel a sense of belonging. Research from the Learning Policy Institute has found when schools implement restorative practices with fidelity, it improves students' academic success, reduces suspension rates, reduces substance abuse and mental health concerns, and contributes to an overall improved climate. Knowing this, we plan to review and redesign portions of our restorative justice framework, with an aim to decrease exclusionary discipline, foster a sense of belonging for all students, and promote equity. This highlights the need for stronger community and relationships

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

In 24-25, we implemented and utilized a restorative tracker. 100% of staff were trained in how to use the tracker during triage periods. The tracker has allowed us to quickly respond to student need through restorative conferences and individualize student support. The increase in restorative conferences increased student's use of conflict resolution. In 25-26, we are expanding our restorative practices by using our established structures to increase student belonging. We will leverage staff and student restorative leaders to facilitate conferences, establish a return from suspension protocol, and utilize data to further individualize staff and student support services.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct follow-up training sessions for staff to deepen understanding of restorative justice practices and Code of Conduct expectations.	By 11/15	Justin Canfield, Courtney Biehls, Director of Restorative Justice	PD time, Refresher materials,	
Conduct follow-up sessions to deepen student's understanding of restorative justice practices and Code of Conduct expectations in CREW	By 11/15	Courtney Biehls, Equity Leadership Team, CREW Leaders	CREW Powerpoints and lessons, CREW Time and Leaders	
Monitor and support the implementation of the return-from-suspension	By 11/15	Courtney Biehls, Social Worker	Time for meetings, Feedback tools	
Continue professional development on creating a culture of belonging and elevate student voice through restorative practices.	11/14 11/21 12/5	Courtney Biehls, Equity Team, Student Council Advisor	PD sessions, Student leadership meetings	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15	Sign-in sheet at staff training	100% of teacher/TA staff completed the training	
11/15	Monitor student requested restoratives	An increase of student requested restoratives 50%	

11/15	Number of restorative meetings post-suspension compared to suspension	100% of students that have been suspended have a restorative meeting upon 72 hours of returning.	
12/31	3 Professional Development sessions offered that focus on student belonging and voice.	80% teaching staff in attendance for at least one PD	
By 12/31	Referral Data	Schoolwide referrals have decreased by 10%	

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

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

<b>Key Strategy 6:</b> Components of a Restorative Justice Landscape	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Courtney Biehls
---	---	--

**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.**

Implementing restorative justice practices at Grant Middle School is key to reducing suspension rates and improving the overall school environment, especially for subgroups identified in the Syracuse City School District Code of Conduct as being disproportionately affected by traditional methods of discipline. Recent surveys reveal that only 56% of staff and students feel safe, while just 44% feel a sense of belonging. Research from the Learning Policy Institute has found when schools implement restorative practices with fidelity, it improves students' academic success, reduces suspension rates, reduces substance abuse and mental health concerns, and contributes to an overall improved climate. Knowing this, we plan to review and redesign portions of our restorative justice framework, with an aim to decrease exclusionary discipline, foster a sense of belonging for all students, and promote equity. This highlights the need for stronger community and relationships

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

In 24-25, we implemented and utilized a restorative tracker. 100% of staff were trained in how to use the tracker during triage periods. The tracker has allowed us to quickly respond to student need through restorative conferences and individualize student support. The increase in restorative conferences increased student's use of conflict resolution. In 25-26, we are expanding our restorative practices by using our established structures to increase student belonging. We will leverage staff and student restorative leaders to facilitate conferences, establish a return from suspension protocol, and utilize data to further individualize staff and student support services.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review restorative justice implementation data, suspension rates, and student/staff survey results to identify areas for improvement.	By 1/15	Christopher Newkirk, Assistant Principals, Director of Restorative Practices Equity Leadership Team	Data reports, Meeting time	
Adjust training and implementation plans based on data; offer targeted coaching for staff to ensure student engagement in restorative practices. Month of January: Collect existing data Month of February: Identify teachers in need of targeted coaching Month of March: Offer and complete the targeted coaching with staff identified	By 3/31	Courtney Biehls	Data collected on restorative practices, PD materials, time after school for targeted coaching, input/materials from the Director of Restorative Practices	
Continue implementation of student rights lessons into T/F Crew and classroom settings; emphasize restorative practices in addressing conflicts.	By 3/31	Courtney Biehls, Grade-Level Team Leaders, Counselors DEB Lead	Lesson materials, Time during advisory	

#### PROGRESS MONITORING (JANUARY – MARCH)

Student Supports Commitment – Strategy 6

April - June

<b>Outcome Data</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/15	ESCT Meeting time will be utilized for data review	Meeting minutes showing 3 ESCT meetings dedicated to reviewing and interpreting data	
3/31	Coaching log created documenting each coaching session with staff identified based on data assessment.	Decrease in the frequency in which targeted teachers are using the triage system compared to previous data.	
By 3/31	CREW walkthrough data	80% of CREW Leaders facilitating student rights lessons and conversations.	
By 3/31	Student survey at the end of every month (Jan – March)	80% of students responding favorably that they understand how the restorative practices work at Grant Middle School.	

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

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

<b>Key Strategy 6:</b> Components of a Restorative Justice Landscape	<a href="#">SY2526 PD Plan [Grant].xlsx</a>	<b>School Lead:</b> Courtney Biehls
---	---	--

**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.**

Implementing restorative justice practices at Grant Middle School is key to reducing suspension rates and improving the overall school environment, especially for subgroups identified in the Syracuse City School District Code of Conduct as being disproportionately affected by traditional methods of discipline. Recent surveys reveal that only 56% of staff and students feel safe, while just 44% feel a sense of belonging. Research from the Learning Policy Institute has found when schools implement restorative practices with fidelity, it improves students' academic success, reduces suspension rates, reduces substance abuse and mental health concerns, and contributes to an overall improved climate. Knowing this, we plan to review and redesign portions of our restorative justice framework, with an aim to decrease exclusionary discipline, foster a sense of belonging for all students, and promote equity. This highlights the need for stronger community and relationships

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

In 24-25, we implemented and utilized a restorative tracker. 100% of staff were trained in how to use the tracker during triage periods. The tracker has allowed us to quickly respond to student need through restorative conferences and individualize student support. The increase in restorative conferences increased student's use of conflict resolution. In 25-26, we are expanding our restorative practices by using our established structures to increase student belonging. We will leverage staff and student restorative leaders to facilitate conferences, establish a return from suspension protocol, and utilize data to further individualize staff and student support services.

#### IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct end of year staff and student feedback surveys	By 5/30	Christopher Newkirk, Equity Leadership Team	Survey tools, Meeting time to review survey results	
Review Suspension Data for trends, return from suspension meetings	By 5/30	ESCT, Christopher Newkirk, Admin	Meeting Time, Data from restorative tracker	
Review findings to refine the restorative justice framework and plan professional development for the next school year.	By 6/10	Courtney Biehls, ESCT, Admin, SCEP Team	Planning time	
Celebrate successes by sharing outcomes with school community, with staff at the end of year staff meeting, with students at the end of year grade assembly, and with parents through parent square.	By 6/15	David Guertin	Event planning time, Communication materials	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30	% of students and staff completed the survey	Students and staff report favorable understanding of restorative justice practices	
5/30	Suspension data collected	Lower suspension rate compared to previous year (24-25). 100% return from suspension meetings	

6/10	Meeting minutes from both ESCT and SCEP Meetings	Minutes from meetings will reveal data was reviewed and plan was made for next year based on feedback.	
6/15	ESCT Meeting minutes	Parent Square messages were sent out to families, Student assemblies were scheduled, staff meeting scheduled	
6/15	Referral Data	Schoolwide referrals have decreased by 20%	

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

<div></div>
-------------

## END OF YEAR SURVEY

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

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	NA	50% Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	NA	50% Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	NA	50% Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	NA	50% Agree	
5	It was evident that our school focused on numeracy and literacy.	NA	50% Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	NA	50% Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	NA	50% Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	NA	50% Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	NA	50% Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	NA	50% Agree	

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How often do your teachers seem excited to be teaching your class? (SC4)	Almost always 13% 59 A lot of the time 25% 113 Sometimes 39% 175 Once in a while 19% 87 Almost never 4% 20	10% growth	
2	How often are people disrespectful to others at your school? (SC1)	Almost never 4% 17 Once in a while 15% 67 Sometimes 34% 155 Frequently 30% 138 Almost always 17% 79	10% growth	
3	How often do students get into physical fights at your school? (SC2)	Almost never 12% 56 Once in a while 39% 174 Sometimes 30% 135	10% growth	

		Frequently 14% 61 Almost always 5% 24		
4	How likely is it that someone from your school will bully you online? (SC3)	Not at all likely 48% 218 Slightly likely 24% 109 Somewhat likely 16% 73 Quite likely 8% 35 Extremely likely 5% 23	10% growth	
5	How often do you worry about violence at your school? (SC4)	Almost never 32% 146 Once in a while 32% 144 Sometimes 23% 103 Frequently 9% 39 Almost always 5% 24	10% growth	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	Not at all difficult 31% 142 Slightly difficult 30% 139 Somewhat difficult 23% 106 Quite difficult 11% 50 Extremely difficult 4% 19	10% growth	
7	How much support do the adults at your school give you? (SB2)	A huge amount of support 17% 78 A lot of support 40% 180 Some support 31% 140 A little bit of support 9% 42 No support at all 3% 12	10% growth	
8	Overall, how much do you feel like you belong at your school? (SB4)	Completely belong 15% 66 Mostly belong 33% 148 Belong somewhat 32% 144 Belong a little bit 15% 67 Do not belong at all 7% 30	10% growth	
9	How excited would you be to have your teacher again? (TSR1)	Extremely excited 18% 80 Very excited 26% 116 Somewhat excited 29% 129 A little excited 15% 69 Not at all excited 13% 57	10% growth	
10	How respectful is your teacher towards you? (TSR4)	Extremely respectful 22% 102 Very respectful 50% 227 Somewhat respectful 22% 99	10% growth	

		A little respectful 4% 16 Not at all respectful 2% 10		
--	--	--	--	--

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2024-25 Results</b>	<b>2025-26 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	NA	NA	
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)	NA	NA	
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)	NA	NA	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	NA	NA	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	NA	NA	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	Enjoy a tremendous amount	10% growth	
7	How motivating are the classroom lessons at your child's school? (SC2)	Extremely motivating 12% 3	10% growth	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	Extremely well 31% 8 Quite well 38%	10% growth	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	A tremendous amount of respect	10% growth	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	A tremendous amount of respect	10% growth	

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

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<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>
David Guertin	Principal	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Hayley Downs	Vice Principal	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Jasmine Harrell	Vice Principal	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Andrew Davis	Vice Principal	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Luke McDonald	Administrative Intern	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Christopher Newkirk	Dean of Students	3/27	4/17 4/17	4/24	4/24	5/1	5/8	5/8-6/11
Brittany Ray	Instructional Coach	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Justin Canfield	Instructional Coach	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Courtney Biehls	Social Worker	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Holly Blair	Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Rebecca Clark	Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Tiffany Duquette	ENL Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Elizabeth Jovinelly	LMS	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Courtney Keough	ENL Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Olivia Carni	SPED Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Chris Schroth	Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Anna Shelley	Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Rachel Prentice	SPED Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Andrew Gacek	Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11

Jasmine Addison	SPED Teacher	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Vanessa Hampton	Parent	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11
Gabriel Rivera	Parent	3/27	4/17	4/24	4/24	5/1	5/8	5/8-6/11

## 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.

We jig sawed interviews and trends and compared to surveyed trends. Compared these to root causes. Analyzed action steps to determine if student concerns were addressed. We choose Teacher co planning to help up the rigor since that was a common trend in root analysis and student survey and interview data. Parent communication was also a common trend of our root causes and student and family data. Students also relayed that they want their voices heard and this connected to restorative justice landscape.

### *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.