



2024-25

School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Bellevue Elementary School	Lessie Williams	PK – 5	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.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Schoolwide Voting

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Lessie Williams	Principal
2	Sarah Beck	Instructional Coach
3	Meghan Grady	Chief Representative
4	Jonelle Michlovitch	Teacher
5	Sarah Birch	Teacher
6	Christina Hough	Teacher
7	Jacob Christian	Teacher
8	Derek Galloway	Community Member
9	Joseph Winslow	Teacher
10	Nakia Morton	Teaching Assistant
11	Theresa Jenkins	School Counselor
12	Enolia Scott	Parent
13	Vanessa Young	Parent

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OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 8)

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

	Commitment		Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	Accountable Talk	E
		2	Effective Unit & 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.	1	Effective PLC Implementation	E
		2	Formative Assessment Practices	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Implementing an Effective Attendance Team	R
		2	Intentional Welcoming School/Class Environment	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Multi-Tiered System of Supports (MTSS)	R
		2	Staff to Student Check-ins	N

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

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 During the 2023-24 school year staff was provided with a broad overview of Accountable Talk, along with some additional training on how to implement this strategy. During the 2024-25 school year we will expand on this additional training by ensuring that Stage I Accountable Talk implementation is occurring consistently in all classrooms through the use of targeted walkthroughs, instructional rounds and cycles of planning, data analysis, and feedback.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/31/24	Develop a tool for data collection around the incorporation of Accountable Talk in instruction.	Sarah Beck (IC)	People/Time	
9/13/24	Create a normed protocol for data collection using the tool.	Lessie Williams	People/Time	
9/27/24	Determine who will collect the data and create a year-long schedule identifying data collection dates for beginning, middle, and end of year.	Lessie Williams	People/Time	
10/15/24	Refine the expectations for the physical environment for Accountable Talk to include visual aids, sentence starters, and anchor charts.	Lessie Williams	People/Time	
10/25/24	Develop a plan for training all staff about the purpose and use of the data collection tool.	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Completed data collection tool, protocol, and schedule.	Feedback from the SLT team to make improvements to the tool and protocol. Approval for all three documents.	
10/31/24	Date has been determined for initial full staff training.	The training has been planned, prepared, and scheduled. SLT members have provided input.	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/15/24	Train staff around the data collection tool, protocol, and share schedule.	Sarah Beck (IC)	PD	
11/18/24 - 12/13/24	Implement walkthroughs to collect baseline data using beginning of year collection dates.	Lessie Williams	People/Time/Sub Coverage	
12/13/24 - 12/20/24	Collect, analyze, and share baseline data for trends and determine next steps.	Lessie Williams	People/Time/Sub Coverage	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/15/24	100% of staff has participated in initial training.	Staff has a clear understanding of the walkthrough tool, and when and how data will be collected.	
12/20/24	Baseline data has been collected from all classrooms.	70% of classrooms will show that physical environment includes anchor charts, sentence stems, and looks/like sounds like chart.	
	Lesson Plans	70% of teacher lesson Plans contain intentional opportunities for student discourse.	
12/20/24	Baseline data and trends are shared full staff.	70% of staff will identify their next steps to address deeper implementation of Accountable Talk.	

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Plan and provide professional development session(s) around areas of need as demonstrated by trends identified in baseline data.	Sarah Beck (IC)	PD	
2/28/25	Implement a full cycle of Instructional Rounds within teams focused on a problem of practice aligned with Accountable Talk.	Sarah Beck (IC)	People/Time/PD/Sub Coverage	
3/21/25	Collect and analyze Accountable Talk mid-year data with a focus on comparison to Accountable Talk baseline data. Determine next steps.	Lessie Williams	People/Time	
3/27/25	Prepare a presentation and share trends in the data with full staff and identify areas of differentiated professional development.	Lessie Williams	People/Time/PD	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/7/25	Completed cycle of Instructional Rounds with all teams.	Intentional planning for the incorporation of Accountable Talk across content areas and grade levels.	
3/21/25	Second data point has been collected from 100% of classrooms.	75% of classrooms are implementing Stage I of AT with fidelity.	
3/28/25	Completed data analysis comparing Accountable Talk baseline data to mid-year Accountable Talk implementation data.	85% of classrooms will show that physical environment includes anchor charts, sentence stems, and looks/like sounds like chart.	
3/28/25	Lesson Plans	85% of teacher lesson plans contain intentional opportunities for student discourse.	
3/28/25	Baseline data and trends are shared full staff.	85% of staff will identify their next steps to address deeper implementation of Accountable Talk.	

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

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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/11/25	Plan and provide professional development session(s) around areas of need as demonstrated by trends identified in the second cycle of data collection.	Sarah Beck (IC)	PD, People, Time	
5/23/25	Implement a full cycle of Instructional Rounds within teams focused on a problem of practice aligned with Accountable Talk.	Sarah Beck (IC)	People/Time/PD/Sub Coverage	
5/30/25	Collect and analyze third round of data and compare to previous data points. (end of year data) also, look for trends to inform the 25-26 SCEP development	Lessie Williams	People/Time/Sub Coverage	
6/13/25	Prepare a presentation in order to share trends, celebrations, and next steps with full staff.	Lessie Williams	People/Time/PD	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/23/25	Completed cycle of Instructional Rounds with all teams.	Intentional planning for the incorporation of Accountable Talk across content areas and grade levels.	
5/30/25	Third data point has been collected from 100% of classrooms.	At least 85% of classrooms will be implementing Stage I AT with fidelity.	
6/13/25	Completed data analysis comparing data points.	100% of classrooms will show that physical environment includes anchor charts, sentence stems, and looks/like sounds like chart.	
6/13/25	Lesson Plans	100% of teacher lesson Plans contain intentional opportunities for student	

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

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

Key Strategy 2: Effective Unit and Lesson Planning

School Lead: Sarah Beck

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

- Student achievement data shows low rates of student achievement, along with less than average growth across grade levels and content areas.
- Discipline data and student interviews indicate students are frequently being removed from classrooms as a result of disruptive and disrespectful behavior. Informal walkthroughs, formal observations, and student interviews confirm that there are inconsistencies in the level of student engagement during instruction.

Effective unit and lesson planning will result in increased student engagement, decreased disruptive behaviors, and lead to improved student achievement outcomes. This strategy will align closely with the district initiative around Accountable Talk, as part of a cohesive plan.

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

In the past, teachers have been required to unpack units of study to identify focus standards as well as prioritizing strategies, skills, and vocabulary for mastery. This year we will refine this strategy by adding a lesson planning protocol, and providing differentiated supports based on the needs of individual teams and teachers as evidenced by data.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Create a calendar outlining the scope and sequence of curricular units for ELA and Math for the year.	Sarah Beck (IC)	Time	
8/30/24	Develop a year long schedule for unit unpacking which will be built into Professional Learning Time.	Sarah Beck (IC)	Time	
9/30/24	Prepare and provide training on unit unpacking for all Unit 1 instructional staff.	Sarah Beck (IC)	People/Time/PD	
10/25/24	Support each grade level team by providing an instructional partner to successfully complete unit unpacking.	Sarah Beck (IC)	People/Time/PD	
10/31/24	Complete walkthroughs in 100% of classrooms to collect baseline data about time spent on instructional vs. noninstructional tasks, and the average percentage of student engagement.	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/30/24	Completed calendar of scope and sequence, and calendar for unit unpacking.	Clearly identified dates for unit unpacking, two weeks ahead of the start of each unit.	
10/31/24	All staff have been trained and completed 1 unit unpacking with support from teacher leaders/coach.	95% of staff members feel confident in understanding the process and purpose behind unit unpacking.	
10/31/24	Baseline data has been collected from all classrooms using a normed protocol. (15 minutes per class)	The data collected will measure - ratio of time spent on instructional vs. noninstructional tasks - percentage of student engagement (3 data points per class)	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24 - 12/20/24	Implement unit unpacking with fidelity according to the calendar.	Sarah Beck (IC)	PD	
11/1/24 - 11/22/24	Train staff in utilizing the district provided lesson planning protocol. Include connections between unit unpacking protocol and lesson planning protocol.	Sarah Beck (IC)	People/Time/PD	
11/8/24	Identify teacher leaders/content liaisons who can support teams of teachers in utilizing the lesson planning protocol to plan for effective lessons.	Lessie Williams	People/Time/PD	
11/26/24	Create a biweekly schedule of support for using the lesson planning protocol during Professional Learning Time.	Sarah Beck (IC)	Time/PD	
12/2/24 - 12/20/24	Include a walkthrough focus to collect midyear data about the ratio of time spent on instructional vs. noninstructional tasks and the average percentage of student engagement.	Lessie Williams	People/Time/PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/22/24	Completed training around lesson planning protocols.	100% of staff is able to identify and apply the components of the lesson planning protocol.	
12/19/24	Schedule of teacher support using the lesson planning protocol.	Differentiated supports are in place for teacher teams to engage in cycles of lesson planning as part of a PLC.	

12/20/24	Midyear data has been collected from all classrooms using a normed protocol. (15 minutes per class)	<p>The data collected will show</p> <ul style="list-style-type: none"> - An average of a 10% increase in the percentage of time spent on instructional, objective aligned tasks when compared to the fall baseline data. - A 10% increase (on average) of student engagement when compared to the fall baseline data. (3 data points per class) 	
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Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan			

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Sarah Beck
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Student achievement data shows low rates of student achievement, along with less than average growth across grade levels and content areas.
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IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Analyze mid-year benchmark data (NWEA) to identify trends and set goals for growth and achievement.	Sarah Beck (IC)	People/Time	
2/14/25	Analyze walkthrough data for trends. Identify connections between building level walkthrough trends and student achievement data.	Sarah Beck (IC)	People/Time	
2/28/25	Identify and prioritize focus areas based on the results of the data analysis.	Sarah Beck (IC)	People/Time	
3/7/25	Present the trends in the data along with the prioritized focus areas to the full staff.	Sarah Beck (IC)	People/Time	
1/6/25 - 3/28/25	Continue to implement unit unpacking, walkthroughs, and supported lesson planning with fidelity.	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Midyear NWEA Data	<p>There will be a 20% increase in the number of students demonstrating average to above average growth on NWEA assessments in ELA & Math when compared to the previous year’s midyear data.</p> <p>There will be a 10% increase in the number of students demonstrating mastery of grade level standards on the NWEA assessments in ELA & Math when compared to the previous year’s midyear data.</p>	

3/28/25	Walkthrough Data (3 rd Round)	<p>The data collected will reflect</p> <ul style="list-style-type: none"> - An average of a 10% increase in the percentage of time spent on instructional, objective aligned tasks when compared to the midyear data. - A 10% increase (on average) of student engagement when compared to the midyear data. (3 data points per class) 	
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Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan	

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

Key Strategy 2: Effective Unit and Lesson Planning	School Lead: Sarah Beck
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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 6/30/25	Continue to implement unit unpacking, walkthroughs, and supported lesson planning with fidelity.	Sarah Beck (IC)	People/Time	
5/22/25	Analyze walkthrough data for trends. Identify connections between building level walkthrough trends and student achievement data.	Sarah Beck (IC)	People/Time	
5/30/25	Identify and prioritize focus areas based on the results of the data analysis.	Sarah Beck (IC)	People/Time	
6/6/25	Analyze end of year benchmark data (NWEA) to identify trends and set goals for growth and achievement.	Sarah Beck (IC)	People/Time	
6/30/25	Present the trends in the data along with the prioritized focus areas to the full staff.	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/13/25	Walkthrough Data	<p>The data collected will reflect</p> <ul style="list-style-type: none"> - An average of a 10% increase in the percentage of time spent on instructional, objective aligned tasks when compared to the 3rd set of walkthrough data. - A 10% increase (on average) of student engagement when compared to the 3rd set of walkthrough data. (3 data points per class) 	

6/30/25	End of Year Benchmark Data	<p>There will be a 20% Increase in the number of students demonstrating average to above average growth on NWEA assessments in ELA & Math when compared to the previous year's end of year data.</p> <p>There will be a 10% increase in the number of students demonstrating mastery of grade level standards on the NWEA assessments in ELA & Math when compared to the previous year's end of year data.</p>	
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Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning

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

Key Strategy 1: Effective PLC Implementation

School Lead: Lessie Williams

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

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

In previous school years staff has been provided with an overview of the PLC framework. Teams have completed work as members of Professional Learning Teams. This year we will be narrowing the focus, along with providing increased levels of support and accountability.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/13/24	Form a guiding coalition and calendarize meeting dates. The guiding coalition will identify team leads.	Lessie Williams	People/Time	
9/27/24	Develop a year-long schedule for PLT meetings. Share the schedule with staff.	Lessie Williams	People/Time	
9/30/24	Create a schedule for ongoing training for team leaders and the guiding coalition using the book <i>Learning by Doing</i> as a framework.	Lessie Williams, Sarah Beck (IC)	People/Time/Budget/PD	
10/18/24	Clarify the mission and purpose of a PLC. Include the development of common language.	Lessie Williams	People/Time/PD	
10/31/24	Develop and provide training to all staff on the mission and purpose of a PLC.	Lessie Williams	People/Time/PD	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/27/24	Guiding Coalition Established	A guiding coalition has been established that is representative of different grade levels and content areas. Meeting dates have been set.	
10/31/24	Communicating Effectively Laying the Foundation Creating a Collaborative Culture	A score of implementing or higher on each indicator.	

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24	Establish norms for PLTs and the building as a PLC.	Lessie Williams	People/Time/PD	
11/8/24 - 11/15/24	Provide staff with training on how to access and use tools for facilitating PLTs	Lessie Williams, Sarah Beck (IC)	People/Time/PD	
12/2/24 - 12/20/24	Launch Learning Cycles focused on the four guiding questions.	Lessie Williams	People/Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Participation in Learning Cycles	At least 50% of teams participating in self-led Learning Cycles with fidelity resulting in increased consistency to high-quality instruction and improved student achievement.	
12/20/24	Creating a Collaborative Culture Aligning Goals Clarifying Student Learning	A score of implementing or higher on each indicator.	

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

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

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In previous school years staff has been provided with an overview of the PLC framework. Teams have completed work as members of Professional Learning Teams. This year we will be narrowing the focus, along with providing increased levels of support and accountability.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25 - 3/28/25	Provide weekly collaboration time as outlined in the schedule so that: <ul style="list-style-type: none"> • Teams work interdependently to achieve common, student-centered goals • Teams implement a guaranteed & viable curriculum unit by unit to all students • Teams monitor student learning through ongoing assessment process • Teams use the assessment results to improve individual practice to improve student learning. 	Lessie Williams	People/Time	
1/6/25 - 3/28/25	Monitor the implementation of PLTs and provide additional differentiated supports to teams as needed.	Lessie Williams	People/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/28/25	Aligning Goals Clarifying Student Learning Turning Data into Information Monitoring Student Learning	A score of implementing or higher on each indicator.	
3/28/25	Participation in Learning Cycles	At least 75% of teams participating in self-led Learning Cycles with fidelity resulting in increased consistency to high-quality instruction and improved student achievement.	

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

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

Key Strategy 1: Effective PLC Implementation

School Lead: Lessie Williams

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

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

In previous school years staff has been provided with an overview of the PLC framework. Teams have completed work as members of Professional Learning Teams. This year we will be narrowing the focus, along with providing increased levels of support and accountability.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 6/27/25	Monitor the implementation of PLTs and provide additional differentiated support to teams as needed.	Lessie Williams	People/Time	
5/1/25 - 6/27/25	Plan for the 25-26 SCEP.	Lessie Williams	People/Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/27/25	Communicating Effectively Providing Intervention and Extension	A score of implementing or higher on each indicator.	
6/27/25	Participation in Learning Cycles	At least 75% of teams participating in self-led Learning Cycles with fidelity	

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

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

Key Strategy 2: Formative Assessment Practices

School Lead: Sarah Beck

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

- NYS Assessment Data, NWEA and DIBELS reflect the fact that most students are not meeting grade level benchmarks. Additionally, NWEA and DIBELS data shows students building wide are making significantly less than a year’s growth each academic year in both ELA and Math.
- Data collected during informal walkthroughs, formal observations, and student interviews indicate inconsistent levels of student engagement.
- Adequate amounts of training and support have not been provided to ensure formative assessment is being utilized effectively in all classrooms to monitor student learning and adjust instruction.
- Formative assessment as a strategy aligns with Accountable Talk and Effective Unit and Lesson Planning. It also is one of the driving forces behind Effective PLC Implementation.

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

In 2023-24 formative assessment was inconsistently implemented. In 2024 – 25 staff will participate in professional development around three specific components that result in effective formative assessment. We will identify a normed definition of formative assessment practices and clarify the role of formative assessment in teaching and learning. Our next steps include the integration of these components into the work around effective unit and lesson planning, Accountable Talk, and drive effective PLC implementation.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/30/24	Develop and schedule a series of knowledge building professional development sessions around <ul style="list-style-type: none"> - clarifying and sharing desired learning outcomes and success criteria (incorporate into effective unit/lesson planning & PLC implementation). - designing tasks, discussions, and activities that elicit evidence of learning - providing feedback that moves learners forward 	Sarah Beck (IC)	People/Time/Budget	
10/18/24	Collect baseline data about the types of formative assessment currently being utilized in the building.	Lessie Williams, Sarah Beck (IC)	Time	
10/31/24	Use the baseline data to identify short and long term goals related to formative assessment for the 24-25 school year. Share baseline data, celebrations, and next steps with staff.	Sarah Beck (IC)	People/Time/PD	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/18/24	Baseline data has been collected and used to inform a series of short and long term goals.	80% of teachers are utilizing formative assessment data to adjust instruction. Identification of model classrooms and teacher leaders.	
10/31/24	Professional development has been planned and scheduled.	80% of staff has begun to incorporate PD strategies into their practice.	

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

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

Key Strategy 2: Formative Assessment Practices

School Lead: Sarah Beck

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/26/24	Deliver professional development session around designing tasks, discussion, and activities that elicit evidence of student learning. These activities will include the use of whiteboards, PAX sticks, and exit tickets.	Sarah Beck (IC)	PD	
12/6/24	Conduct walkthroughs to ensure that at least 80% of teachers are implementing the strategies shared in PD.	Lessie Williams, Sarah Beck (IC)	People/Time	
12/13/24	Identify and provide follow-up coaching to teachers who require additional levels of support implementing this expectation.	Sarah Beck (IC)	People/Time/PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/16/24	Walkthroughs have been completed in all classrooms.	At least 80% of staff are utilizing the identified strategies consistently in their instruction.	
12/20/24	Clear learning outcomes and success criteria are included as part of the work done around unit and lesson planning.	Lesson plan review and walkthroughs show that 100% of staff members have a clear understanding of how to write measurable objectives and aligned success criteria.	

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 2: Formative Assessment Practices

School Lead: Sarah Beck

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In 2023-24 formative assessment was inconsistently implemented. In 2024 – 25 staff will participate in professional development around three specific components that result in effective formative assessment. We will identify a normed definition of formative assessment practices and clarify the role of formative assessment in teaching and learning. Our next steps include the integration of these components into the work around effective unit and lesson planning, Accountable Talk, and drive effective PLC implementation.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/24/25	Deliver professional development session around providing students with effective feedback. These strategies include SMART feedback and alignment to learning outcomes.	Sarah Beck (IC), Christina Hough	PD/People/Time	
2/28/25	Conduct walkthroughs to ensure that at least 80% of teachers are implementing the strategies for effective feedback shared in PD.	Lessie Williams, Sarah Beck (IC)	People/Time	
3/1/25 - 3/28/25	Identify and provide follow up coaching to teachers who require additional levels of support providing feedback to students.	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Walkthroughs have been completed in all classrooms.	At least 80% of teachers are utilizing the strategies provided to share timely, effective feedback with students.	
2/28/25	Midyear NWEA & DIBELS Data	There will be a 20% increase in the number of students demonstrating average to above average growth on NWEA and DIBELS assessments when compared to the previous year’s midyear data. There will be a 10% increase in the number of students demonstrating mastery of grade level standards on the NWEA and DIBELS assessments when compared to the previous year’s midyear data.	

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 2: Formative Assessment Practices

School Lead: Sarah Beck

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- Data collected during informal walkthroughs, formal observations, and student interviews indicate inconsistent levels of student engagement.
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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 4/11/25	Conduct walkthroughs to ensure that at least 80% of teachers are implementing the strategies shared in PD and to inform the 25-26 SCEP	Sarah Beck (IC)	People/Time	
4/21/25 - 6/30/25	Identify and provide follow up coaching to teachers who require additional levels of support implementing this	Sarah Beck (IC)	People/Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/11/25	Walkthroughs have been completed in all	At least 80% of teachers are providing students with effective feedback.	
6/20/25	End of Year NWEA & DIBELS Data	<p>There will be a 20% increase in the number of students demonstrating average to above average growth on NWEA and DIBELS assessments when compared to the previous year's end of year data.</p> <p>There will be a 10% increase in the number of students demonstrating mastery of grade level standards on the NWEA and DIBELS assessments when compared to the previous year's end of year data.</p>	

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

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

Key Strategy 1: Implementing an Effective Attendance Team	School Lead: Patrick Cosmo
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- We have had different leadership supervising the attendance team over the past several years.
- We have had a great deal of turnover in our support staff and attendance team members.
- The results from the envision activity indicated that some staff members are unclear about the role of teachers, attendance team, and impact team in improving school attendance.

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

In previous years the role and responsibilities of attendance team members was not clearly defined and communicated to all stakeholders. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/16/24	Identify all of the members of the attendance team, assign roles, develop norms, and determine individual and collective responsibilities. Determine data points that will be utilized to run meetings and establish protocols for data review and action planning. Schedule attendance team meetings for the years.	Matt Lochner, Patrick Cosmo	People/Time	
9/4/24	Conduct targeted outreach to families of previously chronically absent students in the two weeks prior to the beginning of the school year.	Patrick Cosmo	People/Time/Budget	
9/13/24	Review 23-24 attendance data. Use the data to write year end and quarterly goals for improving attendance.	Matt Lochner, Patrick Cosmo	People/Time	
9/20/24	Train all staff members on the SCSD Attendance Protocol.	Patrick	People/Time	
10/11/24	Implement the plan to incentivize attendance for students and families.	Patrick Cosmo	People, Time, Budget	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/30/24	Written protocols for Attendance Team	Clearly outlined roles, responsibilities, and expectations.	
9/20/24	Year End and Quarterly Goals	SMART goals that gradually lead to a reduction in rates of chronic absenteeism	
10/31/24	Documentation of Outreach	80% of chronically absent students will have been contacted, which will decrease the chronic absenteeism rate in targeted subgroups by 5%	

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

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

Key Strategy 1: Implementing an Effective Attendance Team	School Lead: Patrick Cosmo
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- We have had different leadership supervising the attendance team over the past several years.
- We have had a great deal of turnover in our support staff and attendance team members.
- The results from the envision activity indicated that some staff members are unclear about the role of teachers, attendance team, and impact team in improving school attendance.

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

In previous years the role and responsibilities of attendance team members was not clearly defined and communicated to all stakeholders. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/8/24	Develop a Rapid Response Team to assist with daily monitoring by grade level.	Matt Lochner, Patrick Cosmo	People, Time, Budget	
11/15/24	Create a process for the daily monitoring that this team will perform.	Matt Lochner, Patrick Cosmo	People, Time	
11/22/24	Establish a process and expectations to ensure all work is documented in School Tool.	Matt Lochner, Patrick Cosmo	People, Time	
12/6/24	Clearly communicate the role and procedures of the Rapid Response Team to all staff.	Patrick Cosmo	People, Time, PD	
12/20/24	Share data updates, celebrations, and progress toward the quarterly/end of year goals with all stakeholders.	Patrick Cosmo	People, Time, PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/22/24	Rapid Response Team Protocols	Procedures/processes that clearly define who/what/why/when/how for the Rapid Response Team	
12/20/24	Attendance Data	10% decrease in the percentage of students who were chronically absent at the same point in time during the 23-24 school year	

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

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

Key Strategy 1: Implementing an Effective Attendance Team	School Lead: Patrick Cosmo
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- We have had different leadership supervising the attendance team over the past several years.
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- The results from the envision activity indicated that some staff members are unclear about the role of teachers, attendance team, and impact team in improving school attendance.

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In previous years the role and responsibilities of attendance team members was not clearly defined and communicated to all stakeholders. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25 - 1/31/25	Refine the process of the Rapid Response Team based on data.	Patrick Cosmo	People/Time	
3/28/25	Analyze attendance data to determine trends and next steps. Share data with all stakeholders.	Patrick Cosmo	People/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/28/25	Attendance Data	10% decrease in the percentage of students who were chronically absent at the same point in time during the 23-24 school year	

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

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

Key Strategy 1: Implementing an Effective Attendance Team	School Lead: Patrick Cosmo
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IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/30/25	Analyze attendance data to determine trends and next steps. Share data with all stakeholders.	Patrick Cosmo	People/Time	
5/1/25 - 6/20/25	Utilize data to inform planning for the 25-26 SCEP.	Matt Lochner, Patrick Cosmo	People/Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/25	Attendance Data	10% decrease in the percentage of students who were chronically absent at the same point in time during the 23-24 school year	

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

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

Key Strategy 2: Intentional Welcoming School/Class Environment	School Lead: DEB Lead (TBD)
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Panorama survey data indicates the majority of students and staff believe school climate is an opportunity for growth.
- Student interview data also shows that students have expressed concerns about feeling welcome in their classrooms, peer interactions, and self-regulation.
- This strategy allows us to focus our energy on integrating our existing community partnerships, our building wide learning about the CR-SE Framework and SEL to better support our students.

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 2023-24 school year we placed an increased focus on learning about the CR-SE framework and how implicit bias impacts students’ experiences and outcomes in school. This year we want to continue to build staff knowledge and awareness while becoming increasingly intentional about creating more opportunities for students to experience a sense of belonging within their classroom and school communities.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Schedule monthly professional development sessions focused on the CR-SE Framework.	Lessie Williams, Sarah Beck (IC), DEB Lead (TBD)	People/Time/PD	
9/13/24	Develop a building-wide schedule and format for monthly community building assemblies. Share with staff.	DEB Lead (TBD)	People/Time	
9/30/24	Develop a building-wide schedule for incorporating community building/team building events monthly at the classroom level. Share with staff and practice the activities.	DEB Lead (TBD)	People/Time/PD	
9/4/24 - 10/11/24	Provide training on PAX and Second Step for all staff members. Include a walkthrough focus on positive narration.	Matt Lochner DEB Lead (TBD), Patrick Cosmo,	Time/PD	
10/18/24	Develop a menu of options by grade band for classroom community building activities.	DEB Lead (TBD)	People/Time/Budget	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/11/24	Walkthrough Data	At least 75% of staff will be utilizing PAX and Second Step with fidelity	
10/31/24	Student Survey Data	30% of students will answer 30% of the SEL questions favorably.	

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

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

Key Strategy 2: Intentional Welcoming School/Class Environment	School Lead: DEB Lead (TBD)
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Panorama survey data shows that the majority of students and staff feel school climate is an opportunity for growth.
- Student interview data also shows that students have expressed concerns about feeling welcome in their classrooms, peer interactions, and self-regulation.
- This strategy allows us to focus our energy on integrating our existing community partnerships, our building wide learning about the CR-SE Framework and SEL to better support our students.

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

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24 - 12/20/24	Implement monthly community building assemblies.	DEB Lead (TBD)	People/Time	
11/1/24 - 12/20/24	Implement monthly community/team building events at the classroom level.	DEB Lead (TBD)	People/Time	
12/2/24 - 12/20/24	Provide differentiated coaching and supports for PAX and Second Step implementation based on walkthrough data.	Caleb Houppert, Patrick Cosmo	People/Time/PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Walkthrough Data	At least 80% of staff will be utilizing PAX and Second Step with fidelity during targeted walkthroughs.	
12/20/24	Implementation of Community Building Activities in All Classrooms	100% of teachers will be utilizing the provided community building activities at the designated times	

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

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IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Survey staff and students about the impact of school-wide assemblies, and monthly team building activities. Make adjustments to the plan/protocol as needed.	DEB Lead (TBD)	People/Time	
2/14/25	Analyze mid-year discipline and attendance data to identify trends and next steps. Share celebrations, trends, and next steps with staff.	DEB Lead (TBD)	People/Time/PD	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Mid-Year Attendance Data	Weekly attendance rates will increase by 5% when compared to 23-24 data	
2/28/25	Mid-Year Discipline Data	Classroom removals and referrals will decrease by 10% when compared to 23-24 data at the same time of year.	
2/28/25	Student Survey Data	60% of students will answer 50% of the SEL questions favorably.	

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

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

Key Strategy 2: Intentional Welcoming School/Class Environment	School Lead: DEB Lead (TBD)
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

During the 2023-24 school year we placed an increased focus on learning about the CR-SE framework and how implicit bias impacts students’ experiences and outcomes in school. This year we want to continue to build staff knowledge and awareness while becoming increasingly intentional about creating more opportunities for students to experience a sense of belonging within their classroom and school communities.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 4/30/25	Administer Panorama Survey, and compare 23-24 data with 24-25 data. Use the results to inform planning for the 25-26 SCEP.	Matt Lochner, DEB Lead (TBD)	People/Time	
6/2/25 - 6/20/25	Analyze end of year discipline and attendance data to identify trends and next steps. Share celebrations, trends, and next steps with staff. Use the results to inform planning for the 25-26 SCEP.	Matt Lochner, DEB Lead (TBD)	People/Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/25	End of Year Attendance Data	Weekly attendance will increase by 5% when compared to 23-24 data. Chronic absenteeism rates will decrease by 10%.	
6/20/25	End of Year Discipline Data	Classroom removals and referrals will decrease by 10% when compared to 23-24 data at the same time of year.	
12/20/25	Student Survey Data	80% of students will answer 80% of the SEL questions favorably.	

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

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

Key Strategy 1: Multi-Tiered System of Supports	School Lead: Matt Lochner
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- The results from the envision activity indicated that some staff members are unclear about the MTSS Framework at the district and building level. Clarifying protocols and providing tiered support around the implementation of MTSS will lead to improved student outcomes.
- Effective implementation of MTSS supports the strategy of Intentional Welcoming School/Class Environment.
- Student survey and interview data, attendance data, and discipline data indicate that students and staff are struggling with disruptive behaviors, social conflict between peers, and self-regulation. Promoting strong Tier 1 practices building wide and having a systematized approach to addressing students who require additional intervention will improve the experiences students, families, and staff have at school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Bellevue has an established CIT and SIT process, however it was under-utilized during the 23-24 school year. During the upcoming school year, we will clarify the process and expectations around the MTSS framework as it pertains to academics, attendance, and behavior to ensure all students have the appropriate supports in place to learn and grow.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Identify all of the members of the SIT team, assign roles, develop norms, and determine individual and collective responsibilities. Schedule SIT team meetings for the year.	Matt Lochner	People/Time	
8/30/24	Identify all members of the Data Team, assign roles, develop norms, & determine individual & collective responsibilities. Schedule meetings for the year.	Matt Lochner	People/Time	
9/6/24	Provide an overview of CIT/SIT on opening days.	Matt Lochner, Sarah Beck, Patrick Cosmo	People/Time	
10/25/24	Develop a menu of Tier II interventions and progress monitoring tools for attendance, academics, and behavior.	Matt Lochner, Sarah Beck, Patrick Cosmo, Teresa Jenkins	People/Time/Budget	
10/31/24	Determine cut points within the data that will trigger a CIT referral, how CIT referrals will be tracked, and how follow up meetings will be scheduled.	Lessie Williams, Matt Lochner, Sarah Beck, Patrick Cosmo	People/Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/30/24	Menu of Tier II Interventions for attendance, academics, and behavior	A viable, user-friendly resource to support the implementation and monitoring of Tier II interventions	

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

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

Key Strategy 1: Multi-Tiered System of Supports	School Lead: Matt Lochner
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- The results from the envision activity indicated that some staff members are unclear about the MTSS Framework at the district and building level. Clarifying protocols and providing tiered support around the implementation of MTSS will lead to improved student outcomes.
- Effective implementation of MTSS supports the strategy of Intentional Welcoming School/Class Environment.
- Student survey and interview data, attendance data, and discipline data indicate that students and staff are struggling with disruptive behaviors, social conflict between peers, and self-regulation. Promoting strong Tier 1 practices building wide and having a systematized approach to addressing students who require additional intervention will improve the experiences students, families, and staff have at school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Bellevue has an established CIT and SIT process, however it was under-utilized during the 23-24 school year. During the upcoming school year, we will clarify the process and expectations around the MTSS framework as it pertains to academics, attendance, and behavior to ensure all students have the appropriate supports in place to learn and grow.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/8/24	Schedule and provide training to all staff about the function of CIT, SIT, and Data Team. Address building and district expectations for MTSS.	Matt Lochner, Patrick Cosmo, Sarah Beck	People/Time/PD	
11/15/24	Provide training on how to access and utilize the menu of interventions and progress monitoring resources.	Patrick Cosmo, Sarah Beck	People/Time/PD	
11/18/24 - 12/20/24	Implement the CIT/SIT process.	Matt Lochner	People/Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Staff use of the CIT/SIT process	80% of staff members utilizing the CIT/SIT processes with fidelity to put tiered supports in place for students.	

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

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

Key Strategy 1: Multi-Tiered System of Supports	School Lead: Matt Lochner
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- The results from the envision activity indicated that some staff members are unclear about the MTSS Framework at the district and building level. Clarifying protocols and providing tiered support around the implementation of MTSS will lead to improved student outcomes.
- Effective implementation of MTSS supports the strategy of Intentional Welcoming School/Class Environment.
- Student survey and interview data, attendance data, and discipline data indicate that students and staff are struggling with disruptive behaviors, social conflict between peers, and self-regulation. Promoting strong Tier 1 practices building wide and having a systematized approach to addressing students who require additional intervention will improve the experiences students, families, and staff have at school.

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

Bellevue has an established CIT and SIT process, however it was under-utilized during the 23-24 school year. During the upcoming school year, we will clarify the process and expectations around the MTSS framework as it pertains to academics, attendance, and behavior to ensure all students have the appropriate supports in place to learn and grow.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/31/25	Collect staff feedback about the CIT/SIT processes and resources to analyze trends. Refine the processes based on staff feedback.	Matt Lochner	People/Time	
2/14/25	Analyze mid-year data to determine the effectiveness of CIT/SIT in increasing attendance, decreasing behavior referrals, and decreasing the number of students referred for initial CSE evaluations.	Matt Lochner	People/Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/28/25	Mid-Year Attendance Data	Chronic absenteeism rates will decrease by 10% when compared to mid-year data from 23-24.	
2/28/25	Mid-Year Discipline Data	Classroom removals and referrals will decrease by 10% when compared to mid-year 23-24 data.	
2/28/25	DIBELS/NWEA	The percentage of students making no growth or low growth will decrease by at least 10% from mid-year 23-24 data.	

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

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

Key Strategy 1: Multi-Tiered System of Supports	School Lead: Matt Lochner
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- The results from the envision activity indicated that some staff members are unclear about the MTSS Framework at the district and building level. Clarifying protocols and providing tiered support around the implementation of MTSS will lead to improved student outcomes.
- Effective implementation of MTSS supports the strategy of Intentional Welcoming School/Class Environment.
- Student survey and interview data, attendance data, and discipline data indicate that students and staff are struggling with disruptive behaviors, social conflict between peers, and self-regulation. Promoting strong Tier 1 practices building wide and having a systematized approach to addressing students who require additional intervention will improve the experiences students, families, and staff have at school.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Bellevue has an established CIT and SIT process, however it was under-utilized during the 23-24 school year. During the upcoming school year, we will clarify the process and expectations around the MTSS framework as it pertains to academics, attendance, and behavior to ensure all students have the appropriate supports in place to learn and grow.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/13/25	Analyze end of year CIT/SIT data to determine the effectiveness in increasing attendance, decreasing behavior referrals, and decreasing the number of students referred for initial CSE evaluations. Use data to inform the 25-26 SCEP.	Matt Lochner	People/Time	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/13/25	End of Year Attendance Data	Chronic absenteeism rates will decrease by 10% when compared to end of year data from 23-24.	
6/13/25	End of Year Discipline Data	Classroom removals and referrals will decrease by 10% when compared to end of year 23-24 data.	
6/13/25	DIBELS/NWEA	The percentage of students making no growth or low growth will decrease by at least 10% from mid-year 23-24 data.	

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

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

Key Strategy 2: Staff to Student Check Ins	School Lead: Theresa Jenkins
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Student interview data indicated that there are specific support team members who consistently provide support for students who are struggling to self-regulate.
- Survey data shows that students have positive relationships with their teachers but do not list them as viable support when struggling.
- Systematizing staff/student check ins using a specific protocol helps to create consistency building wide. Formalizing and documenting this process will support our MTSS strategy, promote increased attendance, and align with the strategy of Intentional Welcoming School/Classroom Environment

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/30/24	Develop a protocol to assess which students are assigned to a support staff person, by grade level, by IEP counseling, or previously established check-in.	Matt Lochner, Theresa Jenkins	People. Time	
8/30/24	Develop a tracking system. (Spreadsheet)	Matt Lochner, Theresa Jenkins	People, Time	
9/20/24	Train Support Staff and Teachers on the protocol for staff-student check-ins.	Theresa Jenkins	People, Time	
9/30/24	Analyze Panorama data to identify students who require a Tier II intervention for SEL	Matt Lochner, Theresa Jenkins, Patrick Cosmo	People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Protocol Established	Written protocol for assigning students to a support person	
9/30/24	Spreadsheet Completed	All students in building assigned to a support person	
10/30/24	Panorama data from 24-25 analyzed	The necessary students assigned to a Tier II intervention for SEL with adequate documentation from CIT and SIT from the previous year	

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

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

Key Strategy 2: Staff to Student Check Ins	School Lead: Theresa Jenkins
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Student interview data indicated that there are specific support team members who consistently provide support for students who are struggling to self-regulate.
- Survey data shows that students have positive relationships with their teachers but do not list them as viable support when struggling.
- Systematizing staff/student check ins using a specific protocol helps to create consistency building wide. Formalizing and documenting this process will support our MTSS strategy, promote increased attendance, and align with the strategy of Intentional Welcoming School/Classroom Environment

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

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/1/24- 12/15/24	Progress Monitoring of students who are placed on Classroom Intervention Team and Student Intervention Team using already established building tools for SEL.	Theresa Jenkins	People, Time	
11/1/24 - 12/15/24	Analyze and track the number of students participating in staff to student check-ins and their frequency to determine if it positively impacts decreasing student visits to the SSC and increased attendance in school.	Matt Lochner, Theresa Jenkins	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Reduction in Student Visits to the Student Support Center	The number of SSC visits will decrease by 10% when compared to the same time period last year.	
12/20/24	Number and frequency of Check-ins	100% of the staff will maintain accurate records documenting the frequency of staff to student check-ins.	
12/20/24	Use of self-regulation strategies	100% of students assigned to check-ins are using the self-regulation strategies taught by the staff during the check-ins.	

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

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

Key Strategy 2: Staff to Student Check Ins	School Lead: Theresa Jenkins
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Student interview data indicated that there are specific support team members who consistently provide support for students who are struggling to self-regulate.
- Survey data shows that students have positive relationships with their teachers but do not list them as viable support when struggling.
- Systematizing staff/student check ins using a specific protocol helps to create consistency building wide. Formalizing and documenting this process will support our MTSS strategy, promote increased attendance, and align with the strategy of Intentional Welcoming School/Classroom Environment.

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

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25 - 3/28/25	Progress Monitoring of students who are placed on CIT and SIT using already established building tools for SEL.	Theresa Jenkins	People, Time	
1/6/25 - 3/28/25	Track the number of students participating in staff to student check-ins and their frequency to determine if it positively impacts decreasing student visits to the SSC and increased attendance in school.	Matt Lochner, Theresa Jenkins	People, Time	
2/7/25	Analyze Mid–year data to determine if protocols. progress monitoring tools, etc., should be revisited and/or revised.	Theresa Jenkins	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/28/25	Reduction in Student Visits to the Student Support Center	The number of SSC visits will decrease by 10% when compared to the same time period last year.	
3/28/25	Number and frequency of Check-ins	Gradual decrease in the number of students requiring Staff to Student Check-Ins over time.	
3/28/25	Use of self-regulation strategies	100% of students assigned to check-ins are using the self-regulation strategies taught by the staff during the check-ins.	

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

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

Key Strategy 2: Staff to Student Check Ins	School Lead: Theresa Jenkins
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Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?

- Student interview data indicated that there are specific support team members who consistently provide support for students who are struggling to self-regulate.
- Survey data shows that students have positive relationships with their teachers but do not list them as viable support when struggling.
- Systematizing staff/student check ins using a specific protocol helps to create consistency building wide. Formalizing and documenting this process will support our MTSS strategy, promote increased attendance, and align with the strategy of Intentional Welcoming School/Classroom Environment.

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

IMPLEMENTATION PLAN (APRIL– JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/1/25 - 6/13/25	Progress Monitoring of students who are placed on CIT and SIT using already established building tools for SEL.	Theresa Jenkins	People, Time	
4/1/25 - 6/13/25	Track the number of students participating in staff to student check-ins and their frequency to determine if it positively impacts decreasing student visits to the SSC and increased attendance in school.	Matt Lochner, Theresa Jenkins	People, Time	
6/2/25 - 6/27/25	Analyze end of year data to determine if protocols, progress monitoring tools, etc., should be revised for future use and implementation.	Theresa Jenkins	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/25	Reduction in Student Visits to the Student Support Center	The number of SSC visits will decrease by 10% when compared to the same time period last year.	
6/20/25	Number and frequency of Check-ins	Gradual decrease in the number of students requiring Staff to Student Check-Ins over time.	
6/20/25	Use of self-regulation strategies	100% of students assigned to check-ins are using the self-regulation strategies taught by the staff during the check-ins.	

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

END OF YEAR SURVEY

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

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

	Student Survey Questions (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How positive or negative is the energy of the school? (SC1)	Favorable 50%	Favorable 80%	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	Favorable 27%	Favorable 80%	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	Favorable 65%	Favorable 80%	
4	How often are people disrespectful to others at your school? (SS1)	Favorable 15%	Favorable 80%	
5	How often do students get into physical fights at your school? (SS2)	Favorable 28%	Favorable 80%	
6	How often do you worry about violence at your school? (SS4)	Favorable 42%	Favorable 80%	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	Favorable 50%	Favorable 80%	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	Favorable 74%	Favorable 80%	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	Favorable 68%	Favorable 80%	
10	How respectful is your teacher towards you? (TSR4)	Favorable 86%	Favorable 90%	

	Family Survey Questions (From Spring Climate Survey)	2023-24 Results	2024-25 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	No Data Available	Favorable 85%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	No Data Available	Favorable 85%	
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)	No Data Available	Favorable 85%	
4	How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	No Data Available	Favorable 85%	
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)	No Data Available	Favorable 85%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	No Data Available	Favorable 85%	
7	How motivating are the classroom lessons at your child's school? (SC2)	No Data Available	Favorable 85%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	No Data Available	Favorable 85%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	No Data Available	Favorable 85%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	No Data Available	Favorable 85%	

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>	3/5	3/12	3/19		4/10, 4/11	4/17	5/2, 5/9, 5/16
Lessie Williams	Principal	n/a	12/6 1/22 1/24 1/26	3/6 4/3	5/9		6/5	6/12 6/26
Sarah Beck	Instructional Coach	n/a	12/6 1/22 1/24 1/26	3/6 4/3	5/9	5/22 5/23	6/5	6/12 6/26
Sarah Birch	5 th Grade CT Teacher	n/a	12/6 1/22 1/24 1/26	3/6 4/3			6/5	6/12 6/26
Jacob Christian	QR Teacher	n/a	12/6 1/22 1/24 1/26	3/6 4/3			6/5	6/12 6/26
Meghan Grady	Chief Rep/Phys Ed Teacher	n/a	1/22 1/24 1/26				6/5	
Jonelle Michlovitch	3 rd Grade Teacher	n/a	12/6 1/22 1/24 1/26	3/6 4/3			6/5	6/12 6/26
Christina Hough	Kindergarten Teacher	n/a	12/6				6/5	6/12 6/26
Nakia Morton	SSC TA	n/a	12/6 1/22 1/24 1/26		5/9	5/22 5/23	6/5	6/12 6/26
Derek Galloway	Community Member	n/a	12/6	3/6 4/3	5/9	5/22 5/23	6/5	6/12
Theresa Jenkins	School Counselor	n/a	12/6 1/22 1/24 1/26		5/9	5/22 5/23	6/5	
Vanessa Young	Parent	n/a	12/6				6/5	6/12
Enolia Scott	Parent	n/a	12/6					6/12
Joe Winslow	Music Teacher	n/a	12/6 1/22 1/24 1/26	3/6 4/3	5/9		6/5	6/5 6/12 6/26

LEARNING AS A TEAM

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

Student Interviews

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

The Student Interview process was critical in informing Bellevue's planning process for the 2024-25 SCEP. Student interview data indicated students are frequently being removed from classrooms and confirmed that there are low levels of cognitive engagement with content. As a school we selected strategies including Effective Unit and Lesson Planning and Formative Assessment to increase the amount of time students are participating in high quality, intentional instruction which will lead to higher levels of student engagement, reduce classroom removals and lead to improved student achievement data.

During the interview process, students also expressed concerns about feeling welcome in their classrooms, interactions with and between peers, and some challenges with applying self-regulation strategies. In response to this data, we chose to focus on the strategy of creating an Intentional Welcoming School and Class Environment. Creating a consistent, welcoming school and classroom environment will lead to a decrease in chronic absenteeism and address the root causes of the concerns students expressed during their interviews. This data also supported the strategy of strengthening and expanding our building wide systems for MTSS and the inclusion of Staff to Student Check Ins in our SCEP.