



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

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Bellevue Elementary	Matthew C. Lochner	K-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 and will partner with the school to ensure its execution.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **[Civic Empowerment Project](#) identified: Schoolwide Voting**

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Matthew Lochner	Principal
2	Teresa Main	Instructional Coach
3	Christina Hough	Teacher
4	Joe Winslow	Teacher
5	Jacob Christian	Teacher
6	Lexi Molinaro	Teacher
7	Marina Africa	Teacher
8	Jackie Stefano	Teacher
9	Sarah Birch	Teacher
10	Jonelle Michlovitch	Teacher
11	Susan Grad	Teacher
12	Alicia Montague	Teacher
13	Nakia Morton	Dean of Students
14	Cheryl Newkirk	Social Worker
15	Theresa Jenkins	Counselor
16	Cyan Lemon	Parent
17	Peter Jurkiw	Parent
18	Derek Galloway	Community Member

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

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

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## 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	R
		2	Tier I or Tier II Intervention Practices	N
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	3	1) PLC: Implementing Essential Structures	N
		4	Effective Unit and Lesson Planning	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Implementing an Effective Attendance Team	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Staff to Student Check-ins	R

**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 \[Bellevue\].xlsx](#)

**School Lead: M. Lochner**

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on both state and local assessments, we recognize the need to establish instructional systems that incorporate an increase in student discourse and rigor. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Possible root causes – frequent teacher turnover, need for improved Tier 1 and Tier 2 strategies across all grade levels.

**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 refine by distributing the responsibility to our Instructional Leadership Team and implementing essential action steps that include teachers observing and learning from each other through instructional rounds.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Identify opportunities for K-5 Teachers to collaborate with our Instructional Leadership Team and co-plan the integration of Accountable Talk best practices into instruction	8/28/25	M. Lochner & ILT	People/ Time/PD	
Plan for supports and scaffolds to encourage communication and participation for diverse learners Leveraging graphic organizers, sentence stems, anchor charts, other visuals	8/28/25	M. Lochner & ILT	People/Time/Resources	
Collect baseline data using IFL walkthrough tool and progress monitor throughout the year	9/26/25	M. Lochner & ILT	People/Time/Sub Coverage	
Implement one round of teacher led classroom visits (instructional rounds) to foster classroom support from peers	10/10/25	M. Lochner & ILT	People/Time/Sub Coverage	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/26/25	Visuals, anchor charts, tools, etc., are visible in 85% of classrooms	Meet the 85% classroom goal	
10/3/25	Baseline data was collected by ILT	Data collected by ILT members	
10/17/25	80% of teachers have observed a colleague using A.T. strategies	Meet the 80% observation goal	
10/17/25	Goals will be set based on DIBELS/NWEA data collection	Progress monitoring goals will be set based on fall data collection (will inform student outcome indicators)	

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

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

<b>Key Strategy 1: Establishing Systems for Accountable Talk</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: M. Lochner</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on both state and local assessments, we recognize the need to establish instructional systems that incorporate an increase in student discourse and rigor. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Possible root causes – frequent teacher turnover, need for improved Tier 1 and Tier 2 strategies across all grade levels

**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 refine by distributing the responsibility to our Instructional Leadership Team and implementing essential action steps that include teachers observing and learning from each other through instructional rounds.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Progress monitor data using IFL walkthrough tool	12/3/25	M. Lochner & ILT	People/Time	
Implement one round of teacher led classroom visits (instructional rounds) to foster classroom support from peers	12/10/25	M. Lochner & ILT	People/Time/Sub Coverage	
Implement professional development based on walkthrough trends and turnkey opportunities	12/19/25	Admin, T. Main, & ILT	PD	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/3/25	80% of classrooms have been observed via walkthrough	An increase in Accountable Talk moves and student discourse within	
12/10/25	100% of teachers have observed a colleague	Improved teacher practice with Accountable Talk strategies	
12/19/25	Schoolwide NWEA data shows a 20% decrease in students at the intensive	Progress monitoring shows improved building wide data based on those	

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

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

**Key Strategy 1: Establishing Systems for Accountable Talk**

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

**School Lead: M. Lochner**

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on both state and local assessments, we recognize the need to establish instructional systems that incorporate an increase in student discourse and rigor. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Possible root causes – frequent teacher turnover, need for improved Tier 1 and Tier 2 strategies across all grade levels

**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 refine by distributing the responsibility to our Instructional Leadership Team and implementing essential action steps that include teachers observing and learning from each other through instructional rounds.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Progress monitor data using IFL walkthrough tool	3/13/26	M. Lochner & ILT	People/Time	
Implement one round of teacher led classroom visits (instructional rounds) to foster classroom support from peers	3/20/26	M. Lochner & ILT	People/Time/Sub Coverage	
Implement professional development based on walkthrough trends and turnkey opportunities	3/27/26	Admin, T. Main, & ILT	PD	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/30/26	Schoolwide NWEA data shows a 10% decrease in students at the intensive level and 10% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	
3/13/26	100% of classrooms have been observed via walkthrough	An increase in Accountable Talk moves and student discourse within observed lessons	
3/20/26	100% of teachers have observed a colleague	Improved teacher practice with Accountable Talk strategies	
3/27/26	Schoolwide NWEA data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

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

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

<b>Key Strategy 1: Establishing Systems for Accountable Talk</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: M. Lochner</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

Based on both state and local assessments, we recognize the need to establish instructional systems that incorporate an increase in student discourse and rigor. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Possible root causes – frequent teacher turnover, need for improved Tier 1 and Tier 2 strategies across all grade levels

**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 refine by distributing the responsibility to our Instructional Leadership Team and implementing essential action steps that include teachers observing and learning from each other through instructional rounds.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement professional development based on walkthrough trends and turnkey opportunities	5/25/26	Admin, T. Main, & ILT	PD	
Progress monitor data using IFL walkthrough tool	5/25/26	M. Lochner & ILT	People/Time	
Implement one round of teacher led classroom visits (instructional rounds) to foster classroom support from peers	5/25/26	M. Lochner & ILT	People/Time/Sub Coverage	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/30/26	100% of classrooms have been observed via walkthrough	An increase in Accountable Talk moves and student discourse within	
5/30/26	100% of teachers have observed a colleague	Improved teacher practice with Accountable Talk strategies	
6/15/26	Schoolwide NWEA data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	
6/15/26	Schoolwide NWEA data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

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

<b>Key Strategy 2: Tier I or Tier II Intervention Practices</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: A. Malley</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**

We learned through our data analysis of state and local measures that our student achievement has been significantly below grade level in both ELA and Math. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive.

Improving Tier 1 and Tier 2 Intervention practices will have a direct, positive impact on student achievement.

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

This is a new strategy. By focusing on Tier 1 and Tier 2 practices, we will prioritize standards, increase the rigor of implementing high level tasks, progress monitor with fidelity and make data driven decisions about instruction, and support teachers through coaching cycles.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<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>
Deliver professional development on the differences between Tier 1, Tier 2 and Tier 3 instruction and how each supports mastery of prioritized standards.	9/30/25	Admin. T. Main	Time/PD	
Deliver professional development on supplemental Tiered interventions and research- based resources for targeted small group instruction	10/31/25	T. Main District Coaches	UFLI Pocket PA Tier 2 Padlet Eureka Equip Origo	
Consider and plan for increased access points for prioritized standards, providing scaffolds and extensions as needed using district approved resources based on student data and create targeted intervention groups	10/31/25	K-5 Teachers AIS teachers T. Main	Small group planning template Team collaborative planning template	
Create a building wide progress monitoring schedule for Dibels and Math Core Set fluencies	10/10/25	T.Main ILT	Time Instructional Coach District Coach Support	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	10/31/25	T. Main	Time	
Implement before-school programming and provide targeted interventions during this time, as needed	9/1/25	Admin	Budget	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

**Implementation/Outcome Data**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/26/25	Create student groupings based on benchmark and diagnostic assessments to identify students for Tier II or Tier III targeted supports	100% of classrooms will collect and analyze data to create student groupings for literacy blocks	
10/17/25	Conduct classroom walkthroughs for evidence of small group routines and usage of Tier II resources	80% of classrooms will have successful Implementation and utilization of Tier	

		II resources in small group literacy blocks	
10/17/25	Goals will be set based on DIBELS/NWEA data collection	100% of classrooms will set progress monitoring goals based on fall data collection (will inform student outcome indicators)	

### 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: Tier I or Tier II Intervention Practices</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: A. Malley</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**

We learned through our data analysis of state and local measures that our student achievement has been significantly below grade level in both ELA and Math. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Improving Tier 1 and Tier 2 Intervention practices will have a direct, positive impact on student achievement.

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

This is a new strategy. By focusing on Tier 1 and Tier 2 practices, we will prioritize standards, increase the rigor of implementing high level tasks, progress monitor with fidelity and make data driven decisions about instruction, and support teachers through coaching cycles.

### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to plan for increased access points for prioritized standards, providing scaffolds and extensions as needed using district approved resources based on student data	Ongoing	T.Main K-5 Teachers AIS Teachers	PD/Time	
Analyze grade level progress monitoring Dibels and Math Core Set fluency data to identify building wide trends and adjust instruction/ targeted groups accordingly	12/12/25	Admin. T.Main K-5 Teachers AIS Teachers	Data Analysis Templates/Time	
Provide professional development to support and sustain the implementation of Tier II instruction	Ongoing	T. Main District Coaches	People/Time	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	12/19/25	T. Main District Coaches	People/Time	

Implement before-school programming and provide targeted interventions during this time, as needed	11/1/25	Admin	Budget	
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<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b> <i>Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/7/25	Conduct classroom walkthroughs for evidence of small group routines and usage of Tier II resources	100% of classrooms will have successful Implementation and utilization of Tier II resources in small group literacy blocks	
12/19/25	Schoolwide DIBELS data shows a 10% decrease in students at the intensive level and 10% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

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: Tier I or Tier II Intervention Practices</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: A. Malley</b>
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**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**

This is a new strategy. By focusing on Tier 1 and Tier 2 practices, we will prioritize standards, increase the rigor of implementing high level tasks, progress monitor with fidelity and make data driven decisions about instruction, and support teachers through coaching cycles.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<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>
Continue to plan for increased access points for prioritized standards, providing scaffolds and extensions as needed using district approved resources based on student data	Ongoing	T.Main K-5 Teachers AIS Teachers	PD/Time	
Analyze grade level Dibels and NWEA benchmark data to identify building wide trends and adjust instruction/ targeted groups accordingly	2/6/26	Admin. T.Main K-5 Teachers AIS Teachers	Data Analysis Templates	
Provide professional development to support and sustain the implementation of Tier II instruction (PD will be determined based on building walkthrough and data trends)	Ongoing	T. Main District Coaches	People/Time	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	12/19/25	T. Main District Coaches	People/Time	
Implement before-school programming and provide targeted interventions during this time, as needed	1/1/26	Admin	Budget	

**PROGRESS MONITORING (JANUARY – MARCH)**

**Outcome Data**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/10/26	Conduct classroom walkthroughs for evidence of small group routines and usage of Tier II resources	100% of classrooms will have successful Implementation and utilization of Tier II resources in small group ELA blocks and Math	
2/1/26	Schoolwide DIBELS and NWEA benchmark data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Benchmark shows improved building wide data based on those metrics	

3/1/26	Peer learning walks	Tier II best practices with reflection on improving instruction.	
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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.

<b>Key Strategy 2: Tier I or Tier II Intervention Practices</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: A. Malley</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?**

We learned through our data analysis of state and local measures that our student achievement has been significantly below grade level in both ELA and Math. In the 23-24 school year, over 70% of students scored a Level 1 on the NYS ELA assessment in grades 3-5. In the 23-24 school year, less than 18% of students were proficient on the NYS Math assessment in grades 3-5. Local measures also showed that students were performing well below grade level on the NWEA Winter benchmark. In Grade 3, 67% of students were at the intensive level, 61% of students in 4<sup>th</sup> grade were intensive, and in 5<sup>th</sup> grade 73% of students were intensive. Improving Tier 1 and Tier 2 Intervention practices will have a direct, positive impact on student achievement.

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

This is a new strategy. By focusing on Tier 1 and Tier 2 practices, we will prioritize standards, increase the rigor of implementing high level tasks, progress monitor with fidelity and make data driven decisions about instruction, and support teachers through coaching cycles.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

<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>
Continue to plan for increased access points for prioritized standards, providing scaffolds and extensions as needed using district approved resources based on student data	Ongoing	T.Main K-5 Teachers AIS Teachers	PD/Time	
Analyze grade level progress monitoring Dibels and Math Core Set fluency data to identify building wide trends and adjust instruction/ targeted groups accordingly	4/18/26	Admin. T.Main K-5 Teachers AIS Teachers	Data Analysis Templates	
Provide professional development to support and sustain the implementation of Tier II instruction (PD will be determined based on building walkthrough and data trends)	Ongoing	T. Main District Coaches	People/Time	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	Ongoing	T. Main District Coaches	People/Time	
Implement before-school programming and provide targeted interventions during this time, as needed	4/1/26	Admin	Budget	

**PROGRESS MONITORING (APRIL – JUNE)**

**Outcome Data**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
5/1/26	Conduct classroom walkthroughs for evidence of small group routines and usage of Tier II resources	100% of classrooms will have successful Implementation and utilization of Tier II resources in small group ELA blocks and Math	
6/15/26	Schoolwide DIBELS and NWEA benchmark data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Benchmark shows improved building wide data based on those metrics	

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: Implementing Essential Structures

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

**School Lead:** T. Main

**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.**

We learned that our student achievement data is well below the state average. By implementing essential structures to our PLC, we believe we can support teacher practice to improve student outcomes.

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

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)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create administrative support plan for PLC system	8/15/25	Admin Team	Time, People	
Create PLT schedule by grade level, including interventionist alignment	9/1/25	T. Main (IC), K-5 Teachers	Time, People	
Create a learning cycle in which the process directly impacts teacher practice by identifying team norms and protocols to guide and cultivate a collaborative culture.	9/15/25	Admin. Team T. Main (IC) K-5 Teachers	Time, People	
Launch continuous improvement learning cycles focused on the 4 guiding questions	9/22/25	Admin. Team T. Main (IC) K-5 Teachers	Time, People	
Analyze student achievement and walkthrough data to create SMART goals for all instructional teams	10/15/ 25	T. Main (IC) K-5 Teachers	Data Analysis Template Time	
Establish student work analysis protocols for common formative assessments	10/31/25	T. Main (IC) K-5 Teachers	Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	Calendar of PLT meetings	100% of teams are meeting consistently	
10/31/25	Monitoring of Continuous Improvement Cycles	100% of teams are completing meeting protocols and norms	

#### Notes/Reflections/Potential Adjustments to Inform November – December 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.

<b>Key Strategy 3:</b> PLC: Implementing Essential Structures	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: T. Main</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

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#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue learning Cycles focused on the 4 guiding questions	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Collaborative Planning Template/Checklist Time	
Teams will collaboratively utilize student work analysis protocols for common formative assessments to monitor student mastery of learning goals and prioritize instructional strategies accordingly	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Collaborative Planning Template/Checklist Time	
Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	Conclusion of Instructional Units	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	
Analyze student achievement and walkthrough data to monitor SMART goals for all instructional teams	12/1/25	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/25	Calendar of PLT meeting	100% of teams are meeting consistently	
12/20/25	Monitoring of Continuous Improvement Cycles	100% of teams are completing meeting protocols and norms	

#### Notes/Reflections/Potential Adjustments to Inform January – March 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.

<b>Key Strategy 3:</b> PLC: Implementing Essential Structures	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> T. Main
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#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue learning Cycles focused on the 4 guiding questions	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Collaborative Planning Template/Checklist Time	
Teams will collaboratively utilize student work analysis protocols for common formative assessments to monitor student mastery of learning goals and prioritize instructional strategies accordingly	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Collaborative Planning Template/Checklist Time	
Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	Conclusion of Instructional Units	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	
Analyze student achievement Benchmark data to monitor and/or adjust SMART goals for all instructional teams	2/1/25	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/15/26	Effective PLTs	75% of students will meet their growth goals NWEA reading and math	
3/31/26	Calendar of PLT meeting	100% of teams are meeting consistently	
3/31/26	Monitoring of Continuous Improvement Cycles	100% of teams are completing meeting protocols and norms	

#### 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 3:** PLC: Implementing Essential Structures

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

**School Lead:** T. Main

**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.**

We learned that our student achievement data is well below the state average. By implementing essential structures to our PLC, we believe we can support teacher practice to improve student outcomes.

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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)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue learning Cycles focused on the 4 guiding questions	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Time PLT Resources	
Teams will collaboratively utilize student work analysis protocols for common formative assessments to monitor student mastery of learning goals and prioritize instructional strategies accordingly	Ongoing	T. Main (IC) K-5 teachers AIS Teachers	Collaborative Planning Template/Checklist Time	
Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	Conclusion of Instructional Units	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	
Analyze student achievement Benchmark data to monitor reflect on SMART goals for all instructional teams	6/20/25	Admin. Team T. Main (IC) K-5 teachers AIS Teachers	Data Protocols/Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/26	Effective PLTs	75% of students will meet their growth goals NWEA reading and math	
6/20/26	Calendar of PLT meeting	100% of teams are meeting consistently	
6/20/26	Monitoring of Continuous Improvement Cycles	100% of teams are completing meeting protocols and norms	

#### 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> Effective Unit and Lesson Planning	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> T. Main
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

We learned through our data analysis of state and local measures that our student achievement has been significantly below grade level in both ELA and Math. Improving Tier 1 and Tier 2 Intervention practices will have a direct, positive impact on student achievement. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I instruction.

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

Bellevue commits to refining our plan for Tier I instruction by focusing on planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Prioritize and unpack identified unit standards/learning targets using the “15 Day Challenge”	9/30/25	K-5 Teachers T. Main	Unit Planning Template	
Outline expectations for ELA/Math curriculum use (instructional diet, lesson components and department look-fors)	9/5/25	Admin T. Main ILT	Time PD	
Provide professional development on Lesson Internalization and “Thinking Through a Lesson” Protocol.	9/30/25	T. Main ILT	Lesson Protocol Template	
Collaboratively complete lesson Internalization and “Thinking Through a Lesson” Protocols	10/31/25	K-5 Teachers T. Main	Lesson Protocol Template	
Select or create high quality formative assessment tasks with high-level demand.	10/10/25	K-5 Teachers T. Main	Task Analysis guide ELA/Math	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	10/31/25	T. Main Impact Coaches	People/Time	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/25	K-5 Teachers successfully complete unit unpacking in both ELA and Math	100% of teams have completed the unit unpacking process	
9/30/25	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	50% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
10/10/15	All team have administered a team created/selected formative assessments task to monitor and drive instruction	100% of classrooms have completed a standard aligned formative assessment task to be analyzed during PLC	

#### Notes/Reflections/Potential Adjustments to Inform November – December 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.

<b>Key Strategy 4:</b> Effective Unit and Lesson Planning	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> T. Main
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Bellevue commits to refining our plan for Tier I instruction by focusing on planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

<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>
Prioritize and unpack identified unit standards/learning targets	11/14/25	K-5 Teachers T. Main	Unit Planning Template	
Prioritize instructional routines and collaboratively complete lesson Internalization and “Thinking Through a Lesson” Protocols	12/19/25	K-5 Teachers T. Main	Lesson Protocol Template	
Select or create high quality formative assessment tasks with high-level demand.	12/19/25	K-5 Teachers T. Main	Task Analysis guide ELA/Math	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	12/19/25	T. Main Impact Coaches	People/Time	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</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>
12/10/25	K-5 Teachers successfully completed a second round of unit unpacking in both ELA and Math	100% of teams have completed the unit unpacking process	
12/10/25	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	75% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
12/10/25	All team have administered a team created/selected formative assessments task to monitor and drive instruction	100% of classrooms have completed a standards aligned formative assessment task to be analyzed during PLC	
12/19/25	Schoolwide DIBELS data shows a 10% decrease in students at the intensive level and 10% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

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





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<b>Key Strategy 4:</b> Effective Unit and Lesson Planning	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> T. Main
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

We learned through our data analysis of state and local measures that our student achievement has been significantly below grade level in both ELA and Math. Improving Tier 1 and Tier 2 Intervention practices will have a direct, positive impact on student achievement. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I instruction.

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

Bellevue commits to refining our plan for Tier I instruction by focusing the planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</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>
Prioritize and unpack identified unit standards/learning targets in both literacy and math	2/27/26	K-5 Teachers T. Main	Unit Planning Template	
Prioritize instructional routines and collaboratively complete lesson Internalization and “Thinking Through a Lesson” Protocols in both literacy and math	3/31/26	K-5 Teachers T. Main	Lesson Protocol Template	
Select or create high quality formative assessment tasks with high-level demand.	3/31/26	K-5 Teachers T. Main	Task Analysis guide ELA/Math	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	3/31/26	T. Main Impact Coaches	People/Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</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>
2/1/26	K-5 Teachers successfully completed a round of unit unpacking in both ELA and Math	100% of teams have completed the unit unpacking process	
1/15/26	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	100% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
2/1/26	All team have administered a team created/selected formative assessments task to monitor and drive instruction	100% of classrooms have completed a standards aligned formative assessment task to be analyzed during PLC	
2/1/26	Schoolwide DIBELS and NWEA benchmark data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

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

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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 4:** Effective Unit and Lesson Planning

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

**School Lead:** T. Main

**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

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#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Prioritize and unpack identified unit standards/learning targets in both literacy and math	4/30/26	K-5 Teachers T. Main	Unit Planning Template	
Prioritize instructional routines and collaboratively complete lesson Internalization and “Thinking Through a Lesson” Protocols	5/15/26	K-5 Teachers T. Main	Lesson Protocol Template	
Select or create high quality formative assessment tasks with high-level demand.	5/15/26	K-5 Teachers T. Main	Task Analysis guide ELA/Math	
Implement differentiated Coaching Cycles with K-5 teachers and provide targeted, actionable feedback	6/12/26	T. Main Impact Coaches	People/Time	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/15/26	K-5 Teachers successfully completed a round of unit unpacking in both ELA and Math	100% of teams have completed the unit unpacking process	
6/10/26	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	100% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
6/10/26	All team have administered a team created/selected formative assessments task to monitor and drive instruction	100% of classrooms have completed a standard aligned formative assessment task to be analyzed during PLC	
6/20/26	Schoolwide DIBELS and NWEA benchmark data shows a 20% decrease in students at the intensive level and 20% increase in students at the benchmark level.	Progress monitoring shows improved building wide data based on those metrics	

#### 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> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> C. Newkirk
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

School climate survey data indicates a correlation between sense of belonging and chronic absenteeism. In addition, students from historically marginalized groups often face more attendance barriers. A responsive, inclusive attendance team will help to close the gaps and ensure every child has equitable access to learning and belonging. An effective attendance team can proactively identify barriers to attendance and implement targeted, tiered interventions. These actions demonstrate that attendance is both noticed and supported, not punished.

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

The Attendance Team will be more intentional in reviewing data, trends, and assigning interventions based on a pre-determined formula related to NYS indicators and standards.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Establish Attendance Team protocols, including purpose of team, meeting schedule, and clearly defined roles of each participating member	8/29/25	Principal Social Worker	Time	
Create data system/protocols on when Attendance Data will be reviewed and how it will be used to determine need for intervention/assignment of Tiered Supports	8/29/25	Social Worker Data Liaison	Time, PD	
Design tiered interventions and positive supports (Tier I, II and III)	9/12/25	Attendance Team	Time, Attendance Incentives	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29/25	Attendance Team protocols have been developed and are ready to share with all stakeholders	Attendance Team protocols are shared with all staff	
8/29/25	Data system/protocols have been developed	A shared, easily accessible data system for members of the Attendance Team to review and use to determine intervention assignment	
9/12/25	A clearly defined tiered system of support has been established	Tier I strategies have been scheduled and communicated with staff. Tier II and III strategies based on data have been planned.	

#### 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.

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> C. Newkirk
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The Attendance Team will be more intentional in reviewing data, trends, and assigning interventions based on a pre-determined formula related to NYS indicators and standards.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Implement universal proactive supports (Tier I)	12/19/25	Attendance Team	Time, People	
Assign and implement Tier II/III Interventions and supports based on NYS Indicators and standards	12/19/25	Attendance Team	Time, People	
Educate and engage families in importance of school attendance and impact on learning	12/19/25	Attendance Team, Family Engagement Team	Time, Attendance Incentives, People	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19/25	Tier I Universal/Proactive recognition of student and family attendance is	Monthly celebrations of attendance are held to recognize both students	
12/19/25	Using NYS Indicators, students are assigned to Tier II and III	Weekly Attendance Team meetings are used to review data trends and	
12/19/25	Students assigned to Tier II and III supports demonstrate improved attendance rates	Increase in the number of students with 90% or greater attendance each month	
12/19/25	Families have been educated in person on the impact of school attendance on learning	Fall Family Engagement Event focused on community building and Attendance Education	

#### 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> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> C. Newkirk
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The Attendance Team will be more intentional in reviewing data, trends, and assigning interventions based on a pre-determined formula related to NYS indicators and standards.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue implementation of universal proactive supports (Tier I)	3/31/26	Attendance Team	Time, People	
Monitor effectiveness of Tier II/III Interventions	3/31/26	Attendance Team	Time, People	
Adjust supports for students who are chronically absent (<90% attendance rate)	3/31/26	Attendance Team	Time, People, District support	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/26	Tier I Universal/Proactive recognition of student and family attendance is celebrated	Monthly celebrations of attendance are held to recognize both students and families; Monthly celebration of classroom attendance	
3/31/26	Tier II and III interventions/supports are appropriately assigned to “at risk” students based on identified need	Students are assigned interventions and supports that effectively support improvement in attendance rate	
3/31/26	Students assigned to Tier II and III supports demonstrate improved attendance rates	Increase in the number of students with 90% or greater attendance each month	

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

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

<b>Key Strategy 5:</b> Implementing an Effective Attendance Team	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead:</b> C. Newkirk
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The Attendance Team will be more intentional in reviewing data, trends, and assigning interventions based on a pre-determined formula related to NYS indicators and standards.

#### IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue implementation of universal proactive supports (Tier I)	6/26/26	Attendance Team	Time, People	
Monitor effectiveness of Tier II/III Interventions	6/26/26	Attendance Team	Time, People	
Adjust supports for students who are chronically absent (<90% attendance rate)	6/26/26	Attendance Team	Time, People, District support	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/26/26	Tier I Universal/Proactive recognition of student and family attendance is celebrated	Monthly celebrations of attendance are held to recognize both students and families; Monthly celebration of classroom attendance; EOY celebration of student achievement in the area of attendance	
6/26/26	Tier II and III interventions/supports are appropriately assigned to “at risk” students based on identified need	Students are assigned interventions and supports that effectively support improvement in attendance rate	
6/26/26	Students assigned to Tier II and III supports demonstrate improved attendance rates	Increase in the number of students with 90% or greater attendance each month	

#### 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: Staff to Student Check Ins</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: C. Newkirk</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

School climate survey data indicates sense of belonging as an opportunity for improvement. The team will coordinate efforts with adults and peers through student check-ins that foster connection, which will affect not only school climate and sense of belonging but also improve attendance patterns as well.

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

Staff to Student Check Ins will be implemented through a more formal process (2x10) which is monitored and reviewed for fidelity of implementation.

#### IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop a 2 by 10 staff to student check in protocol	8/31/25	Admin Social Worker	Time, People	
Introduce the protocol to all staff members and check for understanding	9/12/25	Admin Social Worker	Time, PD	
Monitor staff implementation of protocol	10/31/25	Admin Social Worker	Time, People	

#### PROGRESS MONITORING (AUGUST – OCTOBER)

##### Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/31/25	Person(s) responsible completed the development of the 2 by 10 protocol	A check-in protocol is created and ready to share with staff	
9/12/25	All staff members are in receipt of the check-in protocol	Staff understand the protocol and are confident in their use, or will ask questions if they have any	
10/31/25	100% of staff members are regularly checking in with students	Each staff member will have established positive relationships with at least 3-4 students by the end of October using the protocol created	

#### 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.

<b>Key Strategy 6: Staff to Student Check Ins</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: C. Newkirk</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

School climate survey data indicates sense of belonging as an opportunity for improvement. The team will coordinate efforts with adults and peers through student check-ins that foster connection, which will affect not only school climate and sense of belonging but also improve attendance patterns as well.

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

Staff to Student Check Ins will be implemented through a more formal process (2x10) which is monitored and reviewed for fidelity of implementation.

#### IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to monitor staff implementation of protocol	12/23/25	Admin Social Worker	Time, People	
Data collection and analysis to determine impact of 2x10 strategy on student outcomes	12/23/25	Admin Social Worker Coach	Time, People	
Provide ongoing professional development and support to equip staff with tools and resources necessary for effective implementation	12/23/25	Admin Social Worker	Time, PD	

#### PROGRESS MONITORING (NOVEMBER – DECEMBER)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/26/25	75% of students have engaged in 2x10 protocol with their classroom teacher	Classroom teachers have implemented 2x10 with two students every 10-day cycle	
12/26/25	Students engaged in 2x10 protocol demonstrate improved engagement	Student attendance rates, grades, and test scores show trends of improvement for students engaged in 2x10 protocol	
12/26/25	Feedback provided by staff helps to identify areas of where this strategy can be refined	Professional Development is provided to staff to support stronger relationships with 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.

<b>Key Strategy 6: Staff to Student Check Ins</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: C. Newkirk</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

School climate survey data indicates sense of belonging as an opportunity for improvement. The team will coordinate efforts with adults and peers through student check-ins that foster connection, which will affect not only school climate and sense of belonging but also improve attendance patterns as well.

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

Staff to Student Check Ins will be implemented through a more formal process (2x10) which is monitored and reviewed for fidelity of implementation.

#### IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue to monitor staff implementation of protocol	3/31/26	Admin Social Worker	Time, People	
Data collection and analysis to determine impact of 2x10 strategy on student outcomes	3/31/26	Admin Social Worker Coach	Time, People	
Adjust tiered supports for students who are not demonstrating an improvement in data markers based on implementation of 2x10	3/31/26	Admin Social Worker	Time, People	

#### PROGRESS MONITORING (JANUARY – MARCH)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/26	100% of students have engaged in 2x10 protocol with their classroom teacher	Classroom teachers have continued to implement 2x10 with two students every 10-day cycle	
3/31/26	Students engaged in 2x10 protocol demonstrate improved engagement	Student attendance rates, grades, and test scores show trends of improvement for students engaged in 2x10 protocol	
3/31/26	Tier II and III interventions/supports are appropriately assigned to “at risk” students based on identified need	Students are assigned interventions and supports that effectively support improvement in behavior, attendance, and academic scores	

#### 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.

<b>Key Strategy 6: Staff to Student Check Ins</b>	<a href="#">SY2526 PD Plan [Bellevue].xlsx</a>	<b>School Lead: C. Newkirk</b>
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**What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Consider both data trends observed and student interview responses.**

School climate survey data indicates sense of belonging as an opportunity for improvement. The team will coordinate efforts with adults and peers through student check-ins that foster connection, which will affect not only school climate and sense of belonging but also improve attendance patterns as well.

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

Staff to Student Check Ins will be implemented through a more formal process (2x10) which is monitored and reviewed for fidelity of implementation.

#### IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Use Spring data (ex: behavior, attendance, SEL screeners) to identify students who may need re-engagement in 2x10 method	4/30/26	Admin Social Worker Coach	Time, People	
Re-launch 2x10 with identified students, focusing on 25% of students	5/31/26	Admin Social Worker	Time, People	
Implement a reflection survey with students and staff to gather feedback on the impact of 2x10 and how it shaped relationships and school climate	6/20/26	Admin Social Worker	Time, People	

#### PROGRESS MONITORING (APRIL – JUNE)

##### Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/30/26	Data collected and organized in a way that allows tiered implementation of 2x10 protocol	Students have participated in an early spring SEL screening survey, which compliments discipline, SSC, and attendance data	
5/31/26	25% of students identified by data re-engage in 2x10 protocol and demonstrate improvement based on Spring data indicators	Classroom teachers and support staff have re-engaged two students in 2x10 every 10-day cycle	
6/20/26	Feedback from reflection survey offers tangible next steps to refine the system and reinforce the importance of strong relational culture	Students and staff have completed reflection survey and data team uses outcome data to improve implementation plan for the following year	

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

## END OF YEAR SURVEY

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

	<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.	Favorable: 79%	Favorable: 90%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	Favorable: 84%	Favorable: 90%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	Favorable: 89%	Favorable: 95%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	Favorable: 85%	Favorable: 95%	
5	It was evident that our school focused on numeracy and literacy.	Favorable: 89%	Favorable: 95%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	Favorable: 83%	Favorable: 95%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	Favorable: 96%	Favorable: 100%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	Favorable: 92%	Favorable: 95%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	Favorable: 85%	Favorable: 90%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	Favorable: 83%	Favorable: 90%	

	<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)	Favorable: 62%	Favorable: 80%	
2	How often are people disrespectful to others at your school? (SC1)	Favorable: 20%	Favorable: 80%	
3	How often do students get into physical fights at your school? (SC2)	Favorable: 22%	Favorable: 80%	
4	How likely is it that someone from your school will bully you online? (SC3)	Favorable: 69%	Favorable: 80%	
5	How often do you worry about violence at your school? (SC4)	Favorable: 43%	Favorable: 80%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	Favorable: 54%	Favorable: 80%	
7	How much support do the adults at your school give you? (SB2)	Favorable: 78%	Favorable: 90%	
8	Overall, how much do you feel like you belong at your school? (SB4)	Favorable: 61%	Favorable: 80%	
9	How excited would you be to have your teacher again? (TSR1)	Favorable: 78%	Favorable: 90%	

10	How respectful is your teacher towards you? (TSR4)	Favorable: 77%	Favorable: 90%	
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	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2024-25</b> <b>Results</b>	<b>2025-26</b> <b>Desired Results</b>	<b>Actual</b> <b>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)	No Data Available		
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)	No Data Available		
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		
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)	No Data Available		
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		
6	To what extent do you think that children enjoy going to your child's school? (SC1)	Favorable: 70%	Favorable: 85%	
7	How motivating are the classroom lessons at your child's school? (SC2)	Favorable: 70%	Favorable: 85%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	Favorable: 75%	Favorable: 85%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	Favorable: 65%	Favorable: 85%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	Favorable: 70%	Favorable: 85%	

## 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>	
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	
<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>	

## 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>
Matthew Lochner	Principal		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Teresa Main	Instructional Coach		4/3	4/24		5/7	5/14	5/14, 5/22, 5/27, 6/4
Christina Hough	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Joe Winslow	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Jacob Christian	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Lexi Molinaro	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Marina Africa	Teacher			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27,
Jackie Stefano	Teacher			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27
Sarah Birch	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Jonelle Michlovitch	Teacher		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4
Susan Grad	Teacher			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27
Alicia Montague	Teacher			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27
Nakia Morton	Dean of Students		4/3	4/24	5/1	5/7	5/14	5/14, 5/22, 5/27, 6/4



<b>Cheryl Newkirk</b>	Social Worker			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27
<b>Theresa Jenkins</b>	Counselor			4/24	5/1	5/7	5/14	5/14, 5/22, 5/27
<b>Cyan Lemon</b>	Parent		4/3	4/24	5/1	5/7		5/14
<b>Peter Jurkiw</b>	Parent			4/24	5/1	5/7		5/14
<b>Derek Galloway</b>	Community Member		4/3	4/24	5/1		5/14	5/27, 6/4

## LEARNING AS A TEAM

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

### Student Interviews

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

**The Student Interview process was an integral part of our SCEP development. The trends that came through student voice were as follows:**

- Experiences/incentives are important to our students
- Students are interested in WHY teachers teach
- Students are apprehensive about separation from those they care about (changing to new classes, new school)
- Students spoke of trauma and how it impacts sense of belonging

This information led us to choosing Staff to Student Check Ins as one of our Key Strategies. We will utilize strategies that support students by giving consistent, individualized check-ins that incorporate student interest in those conversations. Students will be seen and heard in a purposeful way. We believe when students feel recognized, this increases their sense of belonging and they learn that they are important members of our school community.

Our academic strategies also aim to target improved Tier 1 and Tier 2 strategies, which would positively impact the learning experiences students participate in. Teacher growth and development will open the door to purposeful conversations about why teachers teach, having a growth mindset, and how our community will continuously strive to get better.

*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.

n/a

SCEP Development Team