



2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Dr. Weeks Elementary School	Diane Vitello	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:** Climate Survey Inquiry Team

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Diane Vitello	Principal
2	Leah Mazella	Vice Principal
3	Mary Lowe	Vice Principal
4	Tracy Bottrill	Instructional Coach
5	Jessica Charboneau	Speech/Language Therapist
6	Julie Matyasik	Special Education Teacher
7	Allison Sarenski	Special Education Teacher
8	Julia Fleury	English as a New Language Teacher
9	Nichole Hass	Parent
10	Triana Davis	Parent
11	Krista Podolny	Classroom Teacher – 5th
12	Keeanna Wolcik	Classroom Teacher – 5th
13	Dana Heeny	Classroom Teacher – 4 th
14	Kelly Long	Classroom Teacher – 4 th
15	Courtney Marx	Classroom Teacher – 3 rd
16	Mallory Chavez	Classroom Teacher – 3 rd
17	Nicole Crisalli	Classroom Teacher – 1 st
18	Carrie Weaver	Classroom Teacher – 1 st
19	Amanda Crossett	Classroom Teacher - K

Table of Contents – Bookmark Links

Overview Page

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



Academic Commitment #1

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



Academic Commitment #2

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



Attendance Commitment

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



Student Supports Commitment

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

End of Year Survey

SCEP Development Team Participation

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	R
		2	School Customized Implement High Impact Tier I Instructional Strategies	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	R
		2	Tier I or Tier II Intervention 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	School-wide Classroom Daily Attendance Taking Protocol	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	Components of a Restorative Justice Landscape	R
		2	Social Emotional Learning	E

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

Key Strategy 1: Accountable Talk	School Lead: Leah Mazella
---	----------------------------------

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.

Dr. Weeks implemented Accountable Talk during the 23-24 school year. Classroom teachers at Dr. Weeks developed strong communities where students respectfully listened and felt comfortable sharing their thinking with adults and their peers. This year, the work will be refined to ensure every classroom is explicitly using the strategy in a manner that reaches a higher level of rigor.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/3/24	Build a team dedicated to Accountable Talk.	L. Mazella T. Bottrill D. Vitello M. Lowe A. Eipp K. Oaks	Staff Roster	
9/3/24	Provide PD on Accountable Talk to all staff clarifying the “what” and “why” of Accountable Talk.	L. Mazella T. Bottrill	Focus on "What is Accountable Talk?" P.17 - 19 (Document in Coach Folder)	
9/30/24	Establish grade-level expectations for respectful discourse. - establish norms for discussion - communicate the goal for the discussion - structure how students will engage in the conversation	L. Mazella	SCSD Accountable Talk slide "Setting Expectations". (What/Why)	
8/23/24	Create an Accountable Talk building walkthrough tool and implementation guide. Communicate with staff.	L. Mazella T. Bottrill	AT Classroom Walk Through Tool. District level AT tool. Implementation Guide	
10/16/24	Set a SMART goal based on implementation guide.	L. Mazella	SMART Goal collection sheet. Need Impact Coaches	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/3/24	AT team members.	List of names.	
9/30/24	List grade-level norms for accountable talk	Posted AT expectations in classrooms	
8/23/24	Building level AT walkthrough tool	Tool to collect data across the building on AT.	
10/16/24	Teacher created SMART goals for AT	Personalized PD schedule/Impact Coaching Cycles	

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

--

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

Key Strategy 1: Accountable Talk	School Lead: Leah Mazella
---	----------------------------------

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.
Dr. Weeks implemented Accountable Talk during the 23-24 school year. Classroom teachers at Dr. Weeks developed a strong community where students respectfully listened and felt comfortable sharing their thoughts with other adults and their peers. This year, the work will be refined to ensure every classroom is explicitly using the strategy in a manner that reaches a higher level of rigor.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/4/24	Collaborate with Impact Coaches and schedule Cycle #1 personalized team Accountable Talk PD and/or coaching cycles based on SMART goals.	L. Mazella T. Bottrill	Smart Goals, Impact Coaches	
11/12/24	Provide PD on how to establish expectations for how all students can be held accountable to their community.	L. Mazella	SCSD Accountable Talk slide "Accountable to my Community" (What/Why)	
12/2/24	Collect, analyze and adjust PD based on data collected from the classroom expectations/community section of the building walk-through tool.	L. Mazella T. Bottrill D. Vitello M. Lowe A. Eipp K.Oaks	AT Classroom indicator tool. SLT to look at results	
12/9/24	Provide PD on how to establish expectations for how all students can be held accountable to knowledge. Plan areas of discourse in current units of study by annotating the accountable talk tasks that will be used during the lesson.	L. Mazella	SCSD Accountable Talk slide "Accountable to Knowledge" (What/Why) DOK	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/2/24	Accountable Talk Walkthrough	In 50% of classrooms, there is evidence students are accountable to the community during class discussions.	
12/9/24	Accountable Talk PD on schedule	Staff learning about AT.	
12/20/24	Evidence of planned discourse in current units of study.	Lessons annotated with accountable talk tasks.	

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

--

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

Key Strategy 1: Accountable Talk	School Lead: Leah Mazella
---	----------------------------------

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.
Dr. Weeks implemented Accountable Talk during the 23-24 school year. Classroom teachers at Dr. Weeks developed strong communities where students respectfully listened and felt comfortable sharing their thoughts with other adults and their peers. This year, the work will be refined to ensure every classroom is explicitly using the strategy in a manner that reaches a higher level of rigor.

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	Collaborate with Impact Coaches and schedule Cycle #2 personalized/team Accountable Talk PD and/or coaching cycles based on SMART goals.	L. Mazella	Impact Coaches	
1/10/25	Provide PD on how to establish expectations for all students to be held accountable to rigorous thinking. Plan areas of discourse in a current unit of study by annotating the accountable talk tasks and plan for misconceptions.	L. Mazella	SCSD Accountable Talk slide "Accountable to Rigorous Thinking" (What/Why)	
2/7/25	Provide PD on how to plan for misconceptions and embed discussion tasks and open-ended questions into a current unit of study.	L. Mazella		
3/3/25	Collect, analyze and adjust PD based on data collected from the accountable to knowledge section of the building walk-through tool.	L. L. Mazella T. Bottrill D. Vitello	AT Classroom indicator tool. SLT to look at results	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
2/7/25	Accountable Talk PD on schedule	Staff learning about AT.	
3/3/25	Accountable Talk Walkthrough	In 70% of classrooms, students are showing evidence of being accountable to the community during class discussions. In 50% of classrooms, students are showing evidence of being accountable to building accurate knowledge.	

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

--

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

Key Strategy 1: Accountable Talk	School Lead: Leah Mazella
---	----------------------------------

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.
Dr. Weeks implemented Accountable Talk during the 23-24 school year. Classroom teachers at Dr. Weeks developed strong communities where students respectfully listened and felt comfortable sharing their thoughts with other adults and their peers. This year, the work will be refined to ensure every classroom is explicitly using the strategy in a manner that reaches a higher level of rigor.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/7/25	Collaborate with Impact Coaches and schedule Cycle #3 personalized team Accountable Talk PD and/or coaching cycles based on SMART goals.	L. Mazella T. Bottrill	Impact Coaches	
4/14/25	Conduct content specific walkthroughs and identify areas of growth.	L. Mazella T. Bottrill D. Vitello	Team feedback,	
5/15/25	Plan AT action steps for SCEP 25-26.	L. Mazella T. Bottrill	SCEP document	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/6/25	Accountable talk PD on schedule	Staff learning about AT.	
6/1/25	Accountable Talk Walkthrough	In 90% of classrooms, students are showing evidence of being accountable to the community. In 70% of classrooms, students are showing evidence of being accountable to building accurate knowledge. In 50% of classrooms, students are showing evidence of being accountable to rigorous thinking.	

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

--

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

Key Strategy 2: Implement High Impact Tier I Instructional Strategies

School Lead: Diane Vitello

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

Based on the needs assessment (NWEA and DIBELS), Dr. Weeks will continue to focus on implementing tier one instructional practices that have a high impact on student learning. The analysis showed a trend of not meeting 80% mastery in ELA or math.

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

Dr. Weeks will refine its planning processes with a focus on high impact tier 1 instructional strategies. With more intentionality on collaboratively planning tier 1 instruction, there will be a greater increase in student achievement. Dr. Weeks will also utilize formative assessments to study the impact of the strategies implemented.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/23/24	Outline expectations for curriculum use, unpacking protocols and lesson planning protocols.	D. Vitello T. Bottrill	Solution Tree Unpacking Protocol, Thinking Though a Lesson Planning Protocol (IFL)	
8/23/24	Outline expectations for Tier I Math and ELA Blocks. Communicate with staff. Conduct a baseline walkthrough and gather data on instructional blocks.	D. Vitello T. Bottrill	Instructional Diet	
8/23/24	Define and clarify high impact instructional strategies. Develop walk-through tool to identify "Look For's"	D. Vitello T. Bottrill	Research on High Impact Instructional Strategies	
8/30/24	Create and present professional development on research-based high leverage instructional strategies chosen as the foci for the year.	D. Vitello T. Bottrill	PDSA protocol	
9/30/24	Create a high level of learning at tier 1: - effective unit planning/internalization (backwards planning) -Think through a Lesson Protocol for ELA (SMART Lesson from IFL for Math) - use of daily formative assessments to check for understanding - use of grade-level common formative assessments, use Solution Tree protocol to analyze student work. (15-day Challenge)	D. Vitello L. Mazella M. Lowe T. Bottrill	Solution Tree Protocol- 15 Day Challenge) Think through a Lesson Protocol	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/30/24	Walkthrough Data – Curriculum Use and Tier I Block Expectations	80% of teachers meeting expectations for curriculum use and Tier I blocks	
9/30/24	Observation of Unit Unpacking/Internalization - Math	100% of professional learning teams follow the expectations to plan for high levels of learning in tier 1.	
10/31/24	Walkthrough Data – Math Instruction	Math Instructional Strategies- 80% of teachers using defined high impact strategies during math block	

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

--

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

Key Strategy 2: Implement High Impact Tier I Instructional Strategies	School Lead: Diane Vitello
--	-----------------------------------

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

Based on the needs assessment, Dr. Weeks will continue to focus on implementing tier one instructional practices that have a high impact on student learning.

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

Dr. Weeks will refine its planning processes with a focus on high impact tier 1 instructional strategies. With more intentionality on collaboratively planning tier 1 instruction, there will be a greater increase in student achievement. Dr. Weeks will also utilize formative assessments to study the impact of the strategies implemented.

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	Choose a high leverage instructional strategy as a team to do a PDSA cycle on for Math and ELA. Invite other team members in to watch the strategy in action and provide feedback.	D. Vitello T. Bottrill	PDSA protocol	
11/12/24	Gather walkthrough data to identify next steps for embedded ELA PD in PLT.	D. Vitello T. Bottrill K. Oaks A. Eipp	Walkthrough Tool Instructional Coach, Impact Coach	
12/9/24	Gather walkthrough data to identify next steps for embedded Math PD in PLT.	D. Vitello T. Bottrill M. Randall M. Johnson	Walkthrough Tool Instructional Coach, Impact Coach	
12/20/24	Plan for high levels of learning at tier 1: - effective unit planning/internalization (backwards planning) -Think through a Lesson Protocol for ELA (SMART Lesson from IFL for Math) - use of daily formative assessments to check for understanding - use of grade-level common formative assessments, use Solution Tree protocol to analyze student work. (15-day Challenge)	D. Vitello L. Mazella M. Lowe T. Bottrill	Schedule of module/units planning	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/12/24	Walkthrough Data – ELA Instruction	85% of teachers on pacing with tier 1 curriculum using high-leverage practices in ELA.	
11/26/24	Observation of planning for high levels of learning at tier 1 for ELA and Math.	100% of professional learning team follows the expectations to plan for high levels of learning in tier 1.	
12/9/24	Walkthrough Data – Math Instruction	85% of teachers on pacing with tier 1 curriculum using high-leverage practices in Math.	

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: Implementing High Impact Tier I Instructional Strategies

School Lead: Vitello

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

Based on the needs assessment, Dr. Weeks will continue to focus on implementing tier one instructional practices that have a high impact on student learning.

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

Dr. Weeks will refine its planning processes with a focus on high impact tier 1 instructional strategies. With more intentionality on collaboratively planning tier 1 instruction, there will be a greater increase in student achievement. Dr. Weeks will also utilize formative assessments to study the impact of the strategies implemented.

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	Choose a high leverage instructional strategy as a team to do a PDSA cycle on for Math and ELA. Invite other team members in to watch the strategy in action and provide feedback.	D. Vitello T. Bottrill	PDSA protocol	
1/20/25	Gather walkthrough data to identify next steps for embedded ELA PD in PLT.	D. Vitello T. Bottrill K. Oaks A. Eipp	Walkthrough Tool Instructional Coach, Impact Coach	
1/27/25	Gather walkthrough data to identify next steps for embedded Math PD in PLT.	D. Vitello T. Bottrill M. Randall M. Johnson	Walkthrough Tool Instructional Coach, Impact Coach	
3/31/25	Plan for high levels of learning at tier 1: - effective unit planning/internalization (backwards planning) -Think through a Lesson Protocol for ELA (SMART Lesson from IFL for Math) - use of daily formative assessments to check for understanding - use of grade-level common formative assessments, use Solution Tree protocol to analyze student work. (15-day Challenge)	D. Vitello L. Mazella M. Lowe T. Bottrill	Schedule of module/units planning	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Walkthrough Data – ELA Instruction	90% of teachers on pacing with tier 1 curriculum using high-leverage practices in ELA and Math.	
3/31/25	Observation of planning for high levels of learning at tier 1 for ELA and Math.	100% of professional learning teams follow the expectations to plan for high levels of learning in tier 1.	

2/1/25	NWEA – Mid-Year Benchmark	On the mid-year ELA and Math assessments, there will be 10% less students in Level 1 as compared to September. On the mid-year ELA and Math assessments, there will be 10% more students in Levels 3 and 4 as compared to September.	
--------	---------------------------	---	--

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: Implementing High Impact Tier I Instructional Strategies

School Lead: Vitello

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

Based on the needs assessment, Dr. Weeks will continue to focus on implementing tier one instructional practices that have a high impact on student learning.

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

Dr. Weeks will refine its planning processes with a focus on high impact tier 1 instructional strategies. With more intentionality on collaboratively planning tier 1 instruction, there will be a greater increase in student achievement. Dr. Weeks will also utilize formative assessments to study the impact of the strategies implemented.

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	Choose a high leverage instructional strategy as a team to do a PDSA cycle on for Math and ELA. Invite other team members in to watch the strategy in action and provide feedback.	D. Vitello T. Bottrill	PDSA protocol	
4/14/25	Gather walkthrough data to identify action steps for ELA 25-26 SCEP Plan.	D. Vitello T. Bottrill K. Oaks A. Eipp	Walkthrough Tool	
4/21/25	Gather walkthrough data to identify action steps for Math 25-26 SCEP Plan.	D. Vitello T. Bottrill M. Randall M. Johnson	Walkthrough Tool	
6/13/25	Plan for high levels of learning at tier 1: - effective unit planning/internalization (backwards planning) - Think through a Lesson Protocol for ELA (SMART Lesson from IFL for Math) - use of daily formative assessments to check for understanding - use of grade-level common formative assessments, use Solution Tree protocol to analyze student work. (15-day Challenge)	D. Vitello L. Mazella M. Lowe T. Bottrill	Schedule of module/units planning	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/14/25	Walkthrough Data – ELA Instruction	95% of teachers on pacing with tier 1 curriculum using high-leverage practices in ELA and math.	
6/13/25	Observation of planning for high levels of learning at tier 1 for ELA and Math.	100% of professional learning teams follow the expectations to plan for high levels of learning in tier 1.	
6/13/25	NWEA – End of Year Benchmark	On the end of year ELA and Math assessments, there will be 10% less students in Level 1 as compared to January. On the end of year ELA and Math assessments, there will be 10% more students in Levels 3 and 4 as compared to January.	

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: Tracy Bottrill

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.

Dr. Weeks implemented the PLC model in the 23-24 school year. Grade-level teams met every day in a common space with a common time to discuss teaching and learning. We will refine the PLC process this school year by consistently focusing on the work/**processes** that will improve student achievement.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/9/24, 10/7/24	Create a Guiding Coalition Team, schedule monthly meeting times, agendas	T. Bottrill	Grade-level leads, ENL, Sped,	
9/13/24	Clarify the mission and purpose of PLC work with staff. Come to a consensus on how we must behave to achieve the mission and create team norms.	T. Bottrill D. Vitello	Collective Commitments/ Norms note catcher sheet.	
10/1/24	Share the schoolwide long-term goals/commitments and strategies. Teams will develop SMART goals for ELA and Math.	T. Bottrill D. Vitello	NWEA, DIBELS, Fluency	
9/9/24 - 10/31/24	Collaboratively focus on the four critical questions when teaching a unit. 1. Identify the standards to be taught in ELA/Math units. 2. Classify the standards into boulders, rocks and butterflies. 3. Unpack each boulder using the six-step process. 4. Change standard into learning targets. 5. Choose/create common formative assessment.	T. Bottrill D. Vitello	Maria Nielsen 15 Day Challenge Resource Guide protocols for classifying standards.	
9/9/24 - 10/31/24	Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	T. Bottrill D. Vitello	Protocol	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/7/24	Roster of guiding coalition team with scheduled meeting dates and times.	A team representing each grade-level, and bi-monthly meeting dates,	
9/13/24	List of team norms.	List of behaviors that teams will follow.	
10/1/24	List of grade-level SMART goals for quarter 1.	Goals written in the SMART format.	

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 1: Effective PLC Implementation

School Lead: Tracy Bottrill

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.

Dr. Weeks implemented the PLC model in the 23-24 school year. Grade-level teams met every day in a common space with a common time to discuss teaching and learning. We will refine the PLC process this school year by consistently focusing on the work/processes that will improve student achievement.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/4/24, 12/2/24	Meet with guiding coalition.	T. Bottrill D. Vitello		
11/8/24	Check-in on goals. Identify students who reached the quarterly grade-level ELA/Math goal. Celebrate success as a grade-level team.	T. Bottrill D. Vitello	Goal template. Display cases	
11/15/24	Share the schoolwide long-term goals/commitments and strategies. Teams will develop SMART goals for ELA and Math.	T. Bottrill D. Vitello	NWEA, DIBELS, Fluency	
11/1/24 - 12/20/24	Collaboratively focus on the four critical questions when teaching a unit. 1. Identify the standards to be taught in ELA/Math units. 2. Classify the standards into boulders, rocks and butterflies. 3. Unpack each boulder using the six-step process. 4. Change standard into learning targets. 5. Choose/create common formative assessment.	T. Bottrill D. Vitello	Maria Nielsen 15 Day Challenge Resource Guide protocols for classifying standards.	
11/1/24 - 12/20/24	Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	T. Bottrill D. Vitello	Protocol	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually
11/8/24	List of students who met goals for quarter 1.	Team celebrations! At least 80% of students met their goals for quarter 1.	
11/15/24	List of grade-level SMART goals for quarter 2	Goals written in the SMART format.	

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 1: Effective PLC Implementation

School Lead: Tracy Bottrill

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.

Dr. Weeks implemented the PLC model in the 23-24 school year. Grade-level teams met every day in a common space with a common time to discuss teaching and learning. We will refine the PLC process this school year by consistently focusing on the work/**processes** that will improve student achievement.

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, 2/3/25, 3/3/25	Meet with guiding coalition.	T. Bottrill D. Vitello		
1/27/25	Check-in on goals. Identify students who reached the quarterly grade-level ELA/Math goal. Celebrate success as a grade-level team.	T. Bottrill D. Vitello	Goal template. Display cases	
2/3/25	Share the schoolwide long-term goals/commitments and strategies. Teams will develop SMART goals for ELA and Math.	T. Bottrill D. Vitello	NWEA, DIBELS, Fluency	
1/6/25 - 3/31/25	Collaboratively focus on the four critical questions when teaching a unit. 1. Identify the standards to be taught in ELA/Math units. 2. Classify the standards into boulders, rocks and butterflies. 3. Unpack each boulder using the six-step process. 4. Change standard into learning targets. 5. Choose/create common formative assessment.	T. Bottrill D. Vitello	Maria Nielsen 15 Day Challenge Resource Guide protocols for classifying standards.	
1/6/25 - 3/31/25	Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	T. Bottrill D. Vitello	Protocol	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope	What we actually saw:
3/24/35	List of students who met SMART goals from quarter 2.	Team celebrations! At least 80% of students met their goals for quarter 2.	
3/31/25	List of grade-level SMART goals for quarter 3.	Goals written in the SMART format.	

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 1: Effective PLC Implementation

School Lead: Tracy Bottrill

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.

Dr. Weeks implemented the PLC model in the 23-24 school year. Grade-level teams met every day in a common space with a common time to discuss teaching and learning. We will refine the PLC process this school year by consistently focusing on the work/processes that will improve student achievement.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/7/25, 5/5/25, 6/2/25	Meet with guiding coalition.	T. Bottrill D. Vitello	Coalition Meeting Schedule	
6/16/25	Check-in on goals. Identify students who reached the quarterly grade-level ELA/Math goal. Celebrate success as a grade-level team.	T. Bottrill D. Vitello	Goal template. Display cases	
4/1/25	Share the schoolwide long-term goals/commitments and strategies. Teams will develop SMART goals for ELA and Math.	T. Bottrill D. Vitello	NWEA, DIBELS, Fluency	
4/1/25 - 6/20/25	Collaboratively focus on the four critical questions when teaching a unit. 1. Identify the standards to be taught in ELA/Math units. 2. Classify the standards into boulders, rocks and butterflies. 3. Unpack each boulder using the six-step process. 4. Change standard into learning targets. 5. Choose/create common formative assessment.	T. Bottrill D. Vitello	Maria Nielsen 15 Day Challenge Resource Guide protocols for classifying standards.	
4/1/25 - 6/20/25	Analyze Common Formative Assessment Data 1. Analyze which students mastered proficiency. 2. Identify teaching strategies that were successful. 3. Identify students who need more time. 4. Provide additional time to teach essential standard during tier 2 instruction.	T. Bottrill D. Vitello	Protocol	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/16/25	List of students who met SMART goals from quarter 3.	Team celebrations! At least 80% of students met their goals for quarter 3.	
4/1/25	List of grade level SMART goals for quarter 4.	Goals written in the SMART format.	
6/16/25	List of students who met High Achievement & High Growth in NWEA and proficient in DIBELS.	School-wide Award celebration.	

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: Tier I and Tier II Intervention Practices

School Lead: Tracy Bottrill

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

Based on an analysis of data (NWEA, DIBELS, NYS Assessment Data), Dr. Weeks needs to focus more on tier II intervention. The PLC Model focused on the four critical questions, asks grade level teams to identify essential learning standards for each unit in ELA and Math. Students are not mastering the essential learning standards before moving on to the next grade level or even the next unit. Students who do not master the essential standards during tier I instruction are not provided tier II interventions by their classroom teachers.

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 23-24 school year, Dr. Weeks interventions were mostly focused on pull-out interventions provided by the AIS, ER, QR teachers. In the 2024-45 school year, Dr. Weeks classroom teachers will provide targeted intervention to the students who didn't master the essential standards identified in each unit. This will be in addition to the interventions provided during pull-out time with intervention teachers.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/1/24	Create a master schedule with common grade level WIN time for Math & ELA. Organize a benchmark assessment and progress monitoring schedule. Communicate with staff.	T. Bottrill D. Vitello	Master Schedule Guidelines District Assessment Schedule, email staff	
9/30/24	Administer benchmark assessments (DIBELS, NWEA, Math Surveys) to ALL students in K-5 including self-contained and ENL students. Schedule a time to meet with grade level teams to analyze results and begin progress monitoring monthly.	T. Bottrill K. Proper L. Vassallo J. Blansett	District Assessment Schedule, develop schedule,	
9/13/24	Provide PD on how to use Equip pre-tests in grades 1-5 to support the grade level modules throughout the year.	T. Hogarth- Mosier M. Randall D. Heeney	Math Department, PLC Time, Opening Day PD,	
Week of 9/23/24	Identify Q1 essential standards and use common formative assessment tasks for ELA and Math to identify students who struggle. Place essential standards in One Note.	T. Bottrill M. Chavez K. Oaks	NYS Standards, PLC Essential Standard Protocol/PD, District Teacher Guides, district pacing guides, data sheet	
10/1/24	Select evidence-based strategies to plan the response for differentiated groups. Use the data to reflect on the instruction/strategy.	T. Bottrill	DIBELS 8th edition benchmarks goals, data sheets, SMART GOAL, student tracking sheets	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/13/24	All students in grades 1-5 will complete the pre-assessment for Module 1.	Teachers will analyze results of pre-assessment and planning groups based on essential learning targets.	
10/1/24	All students in grades K-5 will complete the DIBELS, NWEA and Core Fluency/Counting assessments.	Teachers will analyze results of DIBELS and fluency/counting benchmark assessments; setting short- and long-term goals with students.	

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: Tier 1 and Tier 2 Intervention Practices

School Lead: Tracy Bottrill

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

Based on an analysis of data (NWEA, DIBELS, NYS Assessment Data), Dr. Weeks needs to focus more on tier II intervention. The PLC Model focused on the four critical questions, asks grade level teams to identify essential learning standards for each unit in ELA and Math. Students are not mastering the essential learning standards before moving on to the next grade level or even the next unit. Students who do not master the essential standards during tier I instruction are not provided tier II interventions by their classroom teachers.

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 23-24 school year, Dr. Weeks interventions were mostly focused on pull-out interventions provided by the AIS, ER, QR teachers. In the 2024-45 school year, Dr. Weeks classroom teachers will provide targeted intervention to the students who didn't master the essential standards identified in each unit. This will be in addition to the interventions provided during pull-out time with intervention teachers.

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	Organize CORE SIT Team Members & grade-level representatives and create weekly schedule to discuss students' academic, attendance, behavior.	T. Bottrill D. Vitello	Schedule, meeting minutes with identified students, protocol for SIT,	
11/15/24	Choose a grade level and conduct a walk-through looking for evidence of essential standard teaching. Provide feedback.	T. Bottrill D. Vitello M. Lowe L. Mazella	Time, Walk Through Tool	
11/1/24	Support each professional learning team to analyze Q1 student performance on essential standards in ELA and Math. Who has it? What doesn't? Action Plan as you move into Q2.	T. Bottrill	Pacing Guides, NYS Standards, NWEA Learning Continuum, Equip, One Note, data sheet	
11/4/24	Identify Q2 essential standards and use common formative assessment tasks for ELA and Math to identify students who struggle. Place essential standards in One Note.	T. Bottrill	NYS Standards, PLC Essential Standard Protocol/PD, District Teacher Guides, district pacing guides, data sheet	
TBD	Progress monitor and analyze Counting K Core Fluency 1-5 and DIBELS K-3 data (including AIS/ER) Identify students not meeting monthly growth goals at team data meetings and add to data sheet.	T. Bottrill K. Proper L. Vassallo J. Blansett	Resource: "How to Intensify an Intervention?" monthly growth goals, data sheet	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/24	DIBELS and Core Fluency Assessments	At least 40% of students are benchmarked on DIBELS On the mid-year ELA and Math NWEA assessments, there will be 10% less students in Level 1 as compared to September. On the mid-year ELA and Math NWEA assessments, there will be 10% more students in Levels 3 and 4 as compared to September.	
11/1/24	Analyze Q1 essential standards.	100% of teams will provide students with various levels of support, specific to students' individual needs, ensuring no one is left behind.	

Bi-weekly	Walkthrough of tier 2 WIN time.	Students responding to intervention and less students being referred to Special Education.	
-----------	---------------------------------	--	--

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: Tier 1 and Tier 2 Intervention Practices

School Lead: Tracy Bottrill

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

Based on an analysis of data (NWEA, DIBELS, NYS Assessment Data), Dr. Weeks needs to focus more on tier II intervention. The PLC Model focused on the four critical questions, asks grade level teams to identify essential learning standards for each unit in ELA and Math. Students are not mastering the essential learning standards before moving on to the next grade level or even the next unit. Students who do not master the essential standards during tier I instruction are not provided tier II interventions by their classroom teachers.

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 23-24 school year, Dr. Weeks interventions were mostly focused on pull-out interventions provided by the AIS, ER, QR teachers. In the 2024-25 school year, Dr. Weeks classroom teachers will provide targeted intervention to the students who didn't master the essential standards identified in each unit. This will be in addition to the interventions provided during pull-out time with intervention teachers.

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	Administer benchmark assessments (DIBELS, NWEA, Math Surveys) to ALL students in K-5 including self-contained and ENL students. Schedule a time to meet with grade level teams to analyze results and continue to progress monitor monthly. Chart growth from September to January.	T. Bottrill K. Proper L. Vassallo J. Blansett	growth charts, plc time scheduled, 2:1 people to support with NWEA with K-2 students;	
1/10/25	Check in on students still working on Q1/2 essential standards in ELA and Math. Who has it? What doesn't? Now what? Who can support as we move into Q3?	T. Bottrill	Pacing Guides, NYS Standards, NWEA Learning Continuum, Equip, One Note, data sheet	
2/28/25	Identify Q3 essential standards and use common formative assessment tasks for ELA and Math to identify students who struggle. Place essential standards in One Note.	T. Bottrill	NYS Standards, PLC Essential Standard Protocol/PD, District Teacher Guides, district pacing guides, data sheet	
3/7/25	Choose a grade level and conduct a walk-through looking for evidence of essential standard teaching. Provide feedback.	T. Bottrill D. Vitello M. Lowe L. Mazella	Time, Walk Through Tool	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	NWEA, DIBELS and Core Fluency Assessments	At least 50% of students are benchmarked on DIBELS	
3/7/25	Walkthrough for tier 2 WIN time.	100% of teams are providing students with various levels of support, specific to students' individual needs, ensuring no one is left behind.	

1/10/25	Analyze Q1/2 essential standards.	Students responding to intervention and less students being referred to Special Education.	
---------	-----------------------------------	--	--

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: Tier 1 and Tier 2 Intervention Practices

School Lead: Tracy Bottrill

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

Based on an analysis of data (NWEA, DIBELS, NYS Assessment Data), Dr. Weeks needs to focus more on tier II intervention. The PLC Model focused on the four critical questions, asks grade level teams to identify essential learning standards for each unit in ELA and Math. Students are not mastering the essential learning standards before moving on to the next grade level or even the next unit. Students who do not master the essential standards during tier I instruction are not provided tier II interventions by their classroom teachers.

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 23-24 school year, Dr. Weeks interventions were mostly focused on pull-out interventions provided by the AIS, ER, QR teachers. In the 2024-45 school year, Dr. Weeks classroom teachers will provide targeted intervention to the students who didn't master the essential standards identified in each unit. This will be in addition to the interventions provided during pull-out time with intervention teachers.

IMPLEMENTATION PLAN (APRIL – JUNE)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
6/6/25	Administer benchmark assessments (DIBELS, NWEA, Math Surveys) to ALL students in K-5 including self-contained and ENL students. Schedule a time to meet with grade level teams to analyze results and continue to progress monitor. Chart growth from September to June.	T. Bottrill K. Proper L. Vassallo J. Blansett	District Assessment Schedule, develop schedule,	
4/8/25	Check in on students still working on Q1-3 essential standards in ELA and Math. Who has it? What doesn't? Now what? Who can support as we move into Q4? What is the plan as we start closing out the year?	T. Bottrill	Pacing Guides, NYS Standards, NWEA Learning Continuum, Equip, One Note, data sheet	
6/8/25	Identify Q4 essential standards and use common formative assessment tasks for ELA and Math to identify students who struggle. Place essential standards in One Note.	T. Bottrill	NYS Standards, PLC Essential Standard Protocol/PD, District Teacher Guides, district pacing guides, data sheet	
6/13/25	Create pull-out (tier 3) intervention lists for students in grades 1-5 for students who struggle with the code.	T. Bottrill, K. Proper, M. Johnson, J. Blansett, M. North, L. Vassallo	Intervention Guidance, data sheet, DIBELS data	
6/9/25	Share grade level list of essential standards with vertical teams to discuss impact. Make notes in One Note.	T. Bottrill	NYS Standards, PLC Essential Standard Protocol/PD, District Teacher Guides, district pacing guides, data sheet	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/6/25	Completed NWEA, DIBELS and Core Fluency Assessments	At least 60% of students will be benchmarked on DIBELS On the end of year ELA and Math assessments, there will be 10% less	

		students in Level 1 as compared to January. On the end of year ELA and Math assessments, there will be 10% more students in Levels 3 and 4 as compared to January.	
4/8/25	Analysis of Q3 essential standards.	100% of teams will provide students with various levels of support, specific to students' individual needs, ensuring no one is left behind.	
6/13/25	List of students for tier 3 intervention for 25-26.	Lists of students in need of tier 3 intervention for 25-26	

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: Diane Vitello
--	-----------------------------------

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the school's analysis of attendance data for the 23-24 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 An attendance team was in place at Dr. Weeks during the 23-24 school year. This year, the work will be refined to improve the protocols for monitoring tier one and the consistency of monitoring personalized interventions for chronically absent students.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/23/24	Establish the membership of the attendance team and assign grade level responsibilities.	D. Vitello	Need information on how impact team will be organized for 24-25.	
8/28/24	Hold first attendance team meeting to: -review district attendance protocols -review daily, weekly, monthly responsibilities of each team member -schedule weekly meeting day/time and create agenda template -schedule daily meeting for first 20 days to review “no shows” -adjust communication protocols based on feedback from analysis of attendance data	D. Vitello	Initial Meeting Date Agenda District Attendance Protocols	
9/1/24	Create communication for all classroom teachers including: -attendance taking protocols -grade level liaisons -explanation of “no show” procedures for first 20 days -calendar of monthly grade level competitions/incentives -Parent Square communication expectations -schedule of bi-weekly attendance liaison meetings Disseminate communication to entire staff.	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	Parent Square access and PD “No Show” Document	
9/4/24-10/1/24	Gather “No Show” Documents from classrooms and monitor students who have not attended school, contact families, and complete withdraw paperwork where appropriate.	D. Vitello A. Nguyen	Daily meeting- first 20 days	
9/1/24	Implement communication with families following District protocol with the additional strategies below: -Parent Square message from Vitello each Sunday evening -Parent Square message from Vitello on last night of any school break -Parent Square message from Vitello on days with questionable weather	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	Parent Square access and PD	
PROGRESS MONITORING (AUGUST – OCTOBER)				

Date	Progress Indicators	What do we hope to see?	What we actually
9/1/24	Roster of Attendance Team Members and Meeting Dates	By September 1, the Attendance Team members and the meeting dates will be solidified.	
10/1/24	"No Show" Documents from each classroom	By October 1, there will be zero "no shows".	
10/1/24	Attendance Meeting Minutes	Consistency in meeting day/time, agenda, and protocols	

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 1: Implementing an Effective Attendance Team	School Lead: Diane Vitello
--	-----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the school’s analysis of attendance data for the 23-24 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 An attendance team was in place at Dr. Weeks during the 23-24 school year. This year, the work will be refined to improve the protocols for monitoring tier one and the consistency of monitoring personalized interventions for chronically absent students.

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	Monitor students who have 2 or more absences from the first quarter. Implement tier II plans for students when they reach 5 absences.	D. Vitello K. Mooney	At-Risk Report	
11/1/24- 12/20/24	Meet bi-weekly with grade level representatives during PLT time to discuss students who have reached tier II status or who are close.	D. Vitello	Schedule of meetings Grade Level Liaison Pairs	
11/1/24	Send out Schooltool letters for students who have missed 5, 10 or 15 school days.	D. Vitello K. Mooney A. Nguyen	Schooltool Letters	
11/1/24- 12/20/24	Continue implementing communication with families following District protocol with the additional strategies below: -Parent Square message from Vitello each Sunday evening -Parent Square message from Vitello on last night of any school break -Parent Square message from Vitello on days with	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	District Attendance Protocols	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Weekly Attendance Team Meeting Agendas/Minutes	Attendance team will meet each week 100% of the time.	
12/20/24	At-Risk Report	Percentage of students chronically absent below 30%	

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: Diane Vitello
--	-----------------------------------

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the school's analysis of attendance data for the 23-24 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 An attendance team was in place at Dr. Weeks during the 23-24 school year. This year, the work will be refined to improve the protocols for monitoring tier one and the consistency of monitoring personalized interventions for chronically absent students.

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	Monitor students who have 5 or more absences from the first quarter. Implement tier III plans for students when they reach 9 absences.	D. Vitello K. Mooney	At-Risk Report Tier II/III Plans	
1/6/25- 3/31/25	Meet bi-weekly with grade level representatives during PLT time to discuss tier II and tier III plans and progress.	D. Vitello	PLT Schedule	
1/6/25	Send out Schooltool letters for students who have missed 5, 10 or 15 school days.	D. Vitello K. Mooney A. Nguyen	SchoolTool Letters	
1/6/25- 3/31/25	Continue implementing communication with families following District protocol with the additional strategies below: -Parent Square message from Vitello each Sunday evening -Parent Square message from Vitello on last night of any school break -Parent Square message from Vitello on days with questionable weather	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen	District Attendance Protocols	

PROGRESS MONITORING (JANUARY – MARCH)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Weekly Attendance Team Meeting Agendas/Minutes	Attendance team will meet each week 100% of the time.	
3/31/25	At-Risk Report	Percentage of students chronically absent below 30%	

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: Diane Vitello
--	-----------------------------------

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on the school's analysis of attendance data for the 23-24 school year, implementing an effective attendance team is needed to monitor the implementation of tier one protocols. The attendance team is also needed to implement tier II and III interventions with a monitoring plan as needed for chronically absent students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 An attendance team was in place at Dr. Weeks during the 23-24 school year. This year, the work will be refined to improve the protocols for monitoring tier one and the consistency of monitoring personalized interventions for chronically absent students.

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	Monitor students who have 10 or more absences from the first half of the year. Adjust tier III plans for students when they reach 15 absences.	D. Vitello K. Mooney	At-Risk Report Tier II/III Plans	
4/1/25- 6/25/25	Meet bi-weekly with grade level representatives during PLT time to discuss tier II and tier III plans and progress.	D. Vitello	PLT Schedule Tier II/III Plans	
4/1/25	Send out Schooltool letters for students who have missed 5, 10 or 15 school days.	D. Vitello K. Mooney A. Nguyen	SchoolTool Letters	
4/1/25- 6/25/25	Continue implementing communication with families following District protocol with the additional strategies below: -Parent Square message from Vitello each Sunday evening -Parent Square message from Vitello on last night of any school break -Parent Square message from Vitello on days with questionable weather	D. Vitello K. Mooney D. Lucas B. Burkett B. Topalovic A. Nguyen	District Attendance Protocols	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/25	Weekly Attendance Team Meeting Agendas/Minutes	Attendance Team will meet each week 100% of the time.	
6/25/25	At-Risk Report	Percentage of students chronically absent below 30%	

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: School-wide Classroom Daily Attendance Process

School Lead: Diane Vitello

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

Based on an analysis of 23-24 attendance data, Dr. Weeks will implement refined school-wide classroom attendance processes. This strategy will continue to assist with the consistency of tier one attendance supports assuring all students are able to attend school daily.

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 23-24 school year, Dr. Weeks had pockets of consistently followed tier I procedures. This year, Dr. Weeks will refine the monitoring process ensuring every student receives the same tier I support.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/23/24	Establish daily classroom attendance protocols: -Take attendance daily by 9:30 AM. -Post percentage on outside of door by 9:30 AM. -Every student marks their personal attendance calendar as they enter the room. -Discuss attendance percentage and incentive in morning meeting. -Listen to afternoon attendance announcement at 3:30 PM and celebrate win or make a goal to win the next day. - “No Show” documents filled in and hung outside of door for first 10 days.	D. Vitello K. Mooney D. Luces	Student Calendars Percentage Sheets for Doors	
8/23/24	Establish daily schoolwide attendance protocols: -Information Aide pulls Audit report each day at 10:00 AM and calls classrooms without submitted attendance to have it submitted. Report should be pulled every 15 minutes until clear. -Attendance Team members collect “No Show” Documents at 10:00 AM for first 10 days of school. -Social Worker Assistant records all classroom attendance percentages and reports to Principal. -Principal discusses attendance incentive on morning announcements at 9:20 AM and announces daily attendance winners each afternoon at 3:30 PM.	D. Vitello K. Mooney D. Luces	“No Show” Documents	
9/4/24	Communicate daily attendance protocols to full staff. Provide resources needed to implement protocols.	D. Vitello	Schedule Time during Opening PD Days Staff Handbook	
9/4/24-10/31/24	Implement daily classroom and schoolwide attendance protocols.	D. Vitello A. Murphy	Staff Handbook	
9/4/24-10/31/24	Implement District protocols for family contacts: -Contact home every day that a student is absent. Robocall and personal Parent Square message. Conduct home visits as needed. -Schooltool form letters sent home every 5 th absence -Contact with community supports as appropriate	D. Vitello K. Mooney D. Luces B. Burkett B. Topalovic A. Nguyen		

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/31/24	Attendance Audit Report	A blank report – All classrooms have entered attendance each day.	

10/31/24	Walkthrough Data – Classroom Environment	All classrooms implementing 100% of required attendance protocols	
----------	--	---	--

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: School-wide Classroom Daily Attendance Process	School Lead: Diane Vitello
---	-----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on an analysis of 23-24 attendance data, Dr. Weeks will implement refined school-wide classroom attendance processes. This strategy will continue to assist with the consistency of tier one attendance supports assuring all students are able to attend school daily.

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 23-24 school year, Dr. Weeks had pockets of consistently followed tier I procedures. This year, Dr. Weeks will refine the monitoring process ensuring every student receives the same tier I support.

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 daily classroom and schoolwide attendance protocols.	D. Vitello A. Murphy	Staff Handbook – Attendance Section	
11/1/24- 12/20/24	Implement District protocols for family contacts: -Contact home every day if a student is absent. Robocall and personal Parent Square message. Conduct home visits as needed. -Schooltool form letters sent home every 5 th absence -Contact with community supports as appropriate	D. Vitello D. Luces K. Mooney B. Burkett B. Topalovic A. Nguyen	District Attendance Protocol	
11/22/24, 12/20/24	Implement monthly incentive celebrating grade level classrooms with the highest attendance percentage.	D. Vitello A. Nguyen	Incentive Calendar	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Attendance Audit Report	A blank report – All classrooms have entered attendance each day.	
12/20/24	Walkthrough Data - Classroom Environment	All classrooms implementing 100% of required attendance protocols	

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 2: School-wide Classroom Daily Attendance Process	School Lead: Diane Vitello
---	-----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on an analysis of 23-24 attendance data, Dr. Weeks will implement refined school-wide classroom attendance processes. This strategy will continue to assist with the consistency of tier one attendance supports assuring all students are able to attend school daily.

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 23-24 school year, Dr. Weeks had pockets of consistently followed tier I procedures. This year, Dr. Weeks will refine the monitoring process ensuring every student receives the same tier I support.

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- 3/31/25	Implement daily classroom and schoolwide attendance protocols.	D. Vitello A. Murphy	Staff Handbook- Attendance Section	
1/6/25- 3/31/25	Implement District protocols for family contacts: -Contact home every day that a student is absent. Robocall and personal Parent Square message. Conduct home visits as needed. -Schooltool form letters sent home every 5 th absence -Contact with community supports as appropriate	D. Vitello K. Mooney D. Luces B. Topalovic A. Nguyen	District Attendance Protocols	
1/31/25, 2/28/25, 3/28/25	Implement monthly incentive celebrating grade level classrooms with the highest attendance percentage.	D. Vitello A. Nguyen	Incentive Calendar	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/25	Attendance Audit Report	A blank report – All classrooms have entered attendance each day.	
3/31/25	Walkthrough Data – Classroom Environment	100% of classrooms are implementing all required attendance protocols	

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: School-wide Classroom Daily Attendance Process	School Lead: Diane Vitello
---	-----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Based on an analysis of 23-24 attendance data, Dr. Weeks will implement refined school-wide classroom attendance processes. This strategy will continue to assist with the consistency of tier one attendance supports assuring all students are able to attend school daily.

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 23-24 school year, Dr. Weeks had pockets of consistently followed tier I procedures. This year, Dr. Weeks will refine the monitoring process ensuring every student receives the same tier I support.

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- 6/25/25	Implement daily classroom and schoolwide attendance protocols.	D. Vitello A. Murphy	Staff Handbook – Attendance Section	
4/1/25- 6/25/25	Implement District protocols for family contacts: -Contact home every day that a student is absent. Robocall and personal Parent Square message. Conduct home visits as needed. -Schooltool form letters sent home every 5 th absence -Contact with community supports as appropriate	D. Vitello K. Mooney D. Luces B. Topalovic A. Nguyen	District Attendance Protocol	
4/30/25, 5/30/25, 6/20/25	Implement monthly incentive celebrating grade level classrooms with the highest attendance percentage.	D. Vitello A. Nguyen	Incentive Calendar	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/25/25	Attendance Audit Report	A blank report – All classrooms have entered attendance each day.	
5/30/25	Walkthrough Data – Classroom Environment	100% of classrooms continue to implement all required attendance protocols through the last day of school	

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: Components of a Restorative Justice Landscape Including Relationship Building	School Lead: Diane Vitello
--	-----------------------------------

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

Dr. Weeks needs assessment highlighted the need for a more explicit approach to implementing restorative justice. Through analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

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

Dr. Weeks implemented the Restorative Justice Landscape during the 23-24 school year focusing on Tier II and Tier III. During the 24-25 school year, Dr. Weeks will refine its approach by adding Tier I Proactive Systems.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/15/24	Put together the Equity and School Climate Team	D. Vitello	Staff Roster	
8/23/24	Attend professional development on the Restorative Justice Landscape	D. Luces K. Mooney E. Hart-Gorman	Restorative Justice PD	
8/31/24	Decide which pieces of the PD to turnkey to staff during opening PD days focusing on Tier I proactive pieces	D. Luces K. Mooney E. Hart-Gorman	Restorative Justice PD	
9/3/24	Clarify and communicate expectations for PBIS System: - Gem jars - Paw points	D. Vitello K. Myers M. Korytkowski	Staff Handbook Incentive Calendar	
9/9/24- 10/31/24	Conduct walkthroughs gathering baseline data on classroom environment indicators.	D. Vitello T. Bottrill M. Lowe L. Mazella	Walkthrough Tool	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/24	Behavior Matrix	Updated behavior expectations for each time of day and each space in the school	
10/31/24	Walkthrough Data – Classroom Environment	100% of classrooms following expectations for PBIS System.	

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: Components of a Restorative Justice Landscape Including Relationship Building	School Lead: Diane Vitello
--	-----------------------------------

Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?
 Dr. Weeks needs assessment highlighted the need for a more explicit approach to implementing restorative justice. Through analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Dr. Weeks implemented the Restorative Justice Landscape during the 23-24 school year focusing on Tier II and Tier III. During the 24-25 school year, Dr. Weeks will refine its approach by adding Tier I Proactive Systems.

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	Administer “Sense of Belonging” survey to students in K-5 th and collect data	D. Vitello M. Korytkowski	Survey from 23-24	
11/26/24	Analyze survey data including final question asking every student to identify their trusted Dr. Weeks adult	D. Vitello M. Korytkowski	Survey Data	
11/31/24	Conduct walkthroughs gathering data on classroom environment indicators.	D. Vitello T. Bottrill M. Lowe L. Mazella	Walkthrough Tool	
12/1/24	Identify students who were not able to attend the monthly incentive 2 months in a row, create a Tier II plan and pair them with a support staff member or a Community Based Organization partner.	D. Vitello D. Lucus K. Mooney	CBO Staff Tier II Plans	
12/1/24	Schedule and present PD for staff focused on Tier II aspects of Restorative Justice Landscape.	D. Lucus K. Mooney E. Hart-Gorman	Restorative Justice PD	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/26/24	Sense of Belonging Survey Data	Every child can identify a Dr. Weeks adult they trust.	
12/1/24	Walkthrough Data – Classroom Environment	100% of classrooms implement PBIS System with fidelity.	
12/31/24	Monthly Incentive Student List	The number of students participating in incentives increased each month by 10%.	

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: Components of a Restorative Justice Landscape Including Relationship Building	School Lead: Diane Vitello
--	-----------------------------------

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

Dr. Weeks needs assessment highlighted the need for a more explicit approach to implementing restorative justice. Through analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

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

Dr. Weeks implemented the Restorative Justice Landscape during the 23-24 school year focusing on Tier II and Tier III. During the 24-25 school year, Dr. Weeks will refine its approach by adding Tier I Proactive Systems.

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	Conduct walkthroughs gathering data on classroom environment indicators.	D. Vitello D. Luces K. Mooney	Walkthrough Tool	
2/1/25	Schedule and present PD for staff focused on Tier III aspects of Restorative Justice Landscape.	D. Luces K. Mooney A. Nguyen	Restorative Justice PD	
2/1/25	Identify students who were not able to attend the monthly incentive 2 months in a row, create a Tier II/III plan and pair them with a support staff member or a Community Based Organization partner.	D. Vitello D. Luces K. Mooney	CBO Staff Tier II/III Plans	
1/6/25- 3/31/25	Meet monthly with Community-Based Organization Partners to discuss specific students’ needs.	D. Vitello M. Lowe M. Mazella	CBO Partners	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	Walkthrough Data – Classroom Environment	100% of classrooms implement PBIS System with fidelity.	
3/31/25	Monthly Incentive Student Lists	The number of students participating in the incentives increased each month by 10%.	

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

--

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

Key Strategy 1: Components of a Restorative Justice Landscape Including Relationship Building	School Lead: Diane Vitello
--	-----------------------------------

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

Dr. Weeks needs assessment highlighted the need for a more explicit approach to implementing restorative justice. Through analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions

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

Dr. Weeks implemented the Restorative Justice Landscape during the 23-24 school year focusing on Tier II and Tier III. During the 24-25 school year, Dr. Weeks will refine its approach by adding Tier I Proactive Systems.

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	Conduct walkthroughs gathering data on classroom environment indicators.	D. Vitello	Walkthrough Tool	
5/1/25	Schedule and present PD for staff focused on Restorative Justice Landscape.	D. Vitello	Restorative Justice PD	
6/1/25	Identify students who were not able to attend the monthly incentive 2 months in a row, create a Tier II/III plan and pair them with a support staff member or a Community Based Organization partner.	D. Vitello D. Luces K. Mooney	CBO Staff Tier II/III Plans	
4/1/25- 6/20/25	Meet monthly with Community-Based Organization Partners to discuss specific students’ needs.	D. Vitello M. Lowe L. Mazella	CBO Partners	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
5/1/31	Walkthrough Data – Classroom Environment	100% of classrooms implement PBIS System with fidelity.	
6/20/25	Monthly Incentive Student List	The number of students participating in incentives increased monthly by 10%.	

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: Social Emotional Learning	School Lead: Mary Lowe
--	-------------------------------

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

Based on an analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

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

Dr. Weeks engaged in Social Emotional Learning during the 23-24 school year, particularly in grades K-2, through the Second Step Program. This strategy will be expanded during the 24-25 school year by adding instruction in the Second Step program in grades 3-5 and using a team dedicated to Second Step to analyze its impact and adjust as necessary.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/23/24	Build a team dedicated to Second Step.	M. Lowe	Staff Roster, Support Team members	
9/3/24	Create and present a professional development reviewing the Second Step lesson design.	M. Lowe D. Luces K. Mooney	Second Step Materials, Second Step Team	
9/4/24	Establish and communicate the expectations for use of Second Step instruction for the year. Confirm access to materials.	M. Lowe	Staff Handbook, Second Step Materials	
9/4/24	Designate the time in the master schedule when the Second Step instruction will take place.	M. Lowe	Master Schedule	
10/31/24	Define indicators of the Second Step classroom environment walkthrough tool. Highlight consensus vocabulary and systems.	M. Lowe D. Luces K. Mooney	Walkthrough Tool	

PROGRESS MONITORING (AUGUST – OCTOBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
10/1/24	Roster of Second Step Team	A team of 5-6 staff members representing a variety of grades and departments	
10/1/24	Professional Development for Second Step	Agenda listing Second Step PD during opening of school	
10/1/24	Expectations for Second Step instruction in Staff Handbook	Expectations listed and explained in Staff Handbook	
10/31/24	Walkthrough Tool – Classroom Environment (baseline)	Indicators for the Second Step Program related to vocabulary and systems	

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 2: Social Emotional Learning	School Lead: Mary Lowe
--	-------------------------------

Using the school's needs assessment and considering root causes, why is the school selecting this strategy?
 Based on an analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
 Dr. Weeks engaged in Social Emotional Learning during the 23-24 school year, particularly in grades K-2, through the Second Step Program. This strategy will be expanded during the 24-25 school year by adding instruction in the Second Step program in grades 3-5 and using a team dedicated to Second Step to analyze its impact and adjust as necessary.

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- 12/2/24	Monitor the teaching of Second Step lessons by the Second Step Team. Measure the use of specific language and systems by classroom teachers.	M. Lowe	Second Step materials, Second Step Team	
12/2/24	Create a mid-year climate survey to administer to students in early January. The survey should have no more than 3 questions.	M. Lowe	Climate Survey Questions from 23-24	
12/5/24- 12/20/24	Enact Walk Thru rotation for K-2nd grade classrooms, 3-5 th grade classrooms and self-contained rooms. Provide feedback to teachers in print and/or in person. Chart trends.	M. Lowe	Second Step Team; Walk Thru Tool; Feedback Form; Trend Chart	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/24	Mid-Year Climate Survey Created	A brief 3 question survey	
12/20/24	Walkthrough Data – Classroom Environment	Trends that the team can support and impact through future Second Step lessons, use of vocabulary and systems. At least 80% of classrooms are using the Second Step materials.	

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: Social Emotional Learning

School Lead: Mary Lowe

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

Based on an analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

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

Dr. Weeks engaged in Social Emotional Learning during the 23-24 school year, particularly in grades K-2, through the Second Step Program. This strategy will be expanded during the 24-25 school year by adding instruction in the Second Step program in grades 3-5 and using a team dedicated to Second Step to analyze its impact and adjust as necessary.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/17/25	Administer mid-year climate survey to students in grades 3-5	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team; Survey	
1/31/25	Analyze climate survey results and communicate trends to staff. Structure future Second Step lessons to focus on noted trends. Monitor the teaching of lessons. Provide lesson feedback.	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team; Survey; Feedback Form	
2/24/25	Create and provide Professional Development to structure future Second Step lessons to address noted trends. Monitor the teaching of lessons. Update the vocabulary and the systems to match the results of the trend assessment.	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team; Classroom Teachers; PD tools, Walk Thru Tool, Feedback Form, Classroom Materials	
3/13/25- 5/31/25	Identify Afterschool staff and students to create, practice and perform a small skit (presentation in May 2025) that supports deeper understanding of identified trends from Walk Thru Data.	M. Lowe K. Oaks	Second Step Program; Walk Thru Trends Chart; Afterschool Staff/Materials	
3/24/25	Continue to support the teaching of Second Step lessons that focus on noted trends.	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team; Classroom Teachers	
2/25/25- 4/1/25	Participate in walk through protocol; collect data; share feedback in print and/or in person.	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team; Walk Thru Tool; Trends Chart	

PROGRESS MONITORING (JANUARY – MARCH)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25	Mid-year climate survey results	Clear Trends represented in survey data.	
3/31/25	Walk Thru Data results	At least 90 of classrooms are using Second Step Program.	
3/31/25	Confirmed date, time, staff and script for Second Step Skit.	Measurable action towards the finished product of a skit based on Second Step data.	

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

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

Key Strategy 2: Social Emotional Learning	School Lead: Mary Lowe
--	-------------------------------

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

Based on an analysis of climate survey data, Dr. Weeks continues to see a trend of students having difficulty dealing with student conflict, coping strategies, and appropriate social interactions.

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

Dr. Weeks engaged in Social Emotional Learning during the 23-24 school year, particularly in grades K-2, through the Second Step Program. This strategy will be expanded during the 24-25 school year by adding instruction in the Second Step program in grades 3-5 and using a team dedicated to Second Step to analyze its impact and adjust as necessary.

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	Continue Walk Thru rotation for K-2, 3-5 classrooms and self-contained rooms. Provide feedback to classes in print and/or in person. Chart trends.	M. Lowe	Walk Thru Tool; Feedback Form; Trends Chart	
5/13/25	Present school-wide performance of highlighted trends created, practiced and produced in Afterschool.	M. Lowe K. Oaks	Afterschool Theater Enrichment; Second Step lessons	
5/29/25	Analyze overall trends in Walk Thru data collected. Analyze Trends Charts. Reflect on the school wide skit presentation. Generate findings report.	M. Lowe D. Luces K. Mooney A. Nguyen B. Burkett	Second Step Team	
6/12/25	Administer the climate survey to students in grades 3-5.	M. Lowe	Climate Survey 24-25	

PROGRESS MONITORING (APRIL – JUNE)

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/17/25	End of Year Climate Survey results	Improved trends data collected through the Climate Survey.	
6/17/25	End of Year Walk Thru Data	100% of classrooms are using Second Step vocabulary and systems with consistency.	
6/17/25	End of Year Trends report	Increase in positive trends noted. Decrease in negative trends noted.	

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.	80% Favorable	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	80% Favorable	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	80% Favorable	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	80% Favorable	
5	It was evident that our school focused on numeracy and literacy.	80% Favorable	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	80% Favorable	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	80% Favorable	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	80% Favorable	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	80% Favorable	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80% Favorable	

	Student Survey Questions (Grades 3-5) (From Spring District Climate Survey)	2023-24 Results	2024-25 Desired Results	2024-25 Actual Results
1	How positive or negative is the energy of the school? (SC1)	62% Favorable	80% Favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	28% Favorable	80% Favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	67% Favorable	80% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	26% Favorable	80% Favorable	
5	How often do students get into physical fights at your school? (SS2)	54% Favorable	80% Favorable	
6	How often do you worry about violence at your school? (SS4)	43% Favorable	80% Favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	60% Favorable	80% Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	73% Favorable	90% Favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	67% Favorable	90% Favorable	
10	How respectful is your teacher towards you? (TSR4)	87% Favorable	90% Favorable	

	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 Surveys Returned	20% Favorable	
2	How big of a problem is the following issue for becoming involved with your child’s current school: The School is not welcoming to parents? (BE8)	No Surveys Returned	20% Favorable	
3	How big of a problem is the following issue for becoming involved with your child’s current school: The school does not communicate well with people from your culture? (BE9)	No Surveys Returned	20% Favorable	
4	How big of a problem is the following issue for becoming involved with your child’s current school: Do you feel a sense of belonging with your child’s school community? (BE10)	No Surveys Returned	20% Favorable	
5	How big of a problem is the following issue for becoming involved with your child’s current school: You worry that adults at the school will treat your child differently if you raise a concern?	No Surveys Returned	20% Favorable	
6	To what extent do you think that children enjoy going to your child’s school? (SC1)	No Surveys Returned	80% Favorable	
7	How motivating are the classroom lessons at your child’s school? (SC2)	No Surveys Returned	80% Favorable	
8	How well do administrators at your child’s school create a school environment that helps children learn? (SC5)	No Surveys Returned	80% Favorable	
9	Overall, how much respect do you think the children at your child’s school have for the staff? (SC6)	No Surveys Returned	80% Favorable	
10	Overall, how much respect do you think the teachers at your child’s school have for the children? (SC7)	No Surveys Returned	80% Favorable	

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	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
Diane Vitello	Principal	5/14		5/23	5/14	5/29	5/30	6/3, 6/4
Leah Mazella	Vice Principal	5/14		5/23	5/14	5/29	5/30	6/3, 6/4
Mary Lowe	Vice Principal	5/14		5/23	5/14	5/29	5/30	6/3, 6/4
Tracy Bottrill	Instructional Coach	5/14		5/23	5/14	5/29	5/30	6/3, 6/4
Jessica Charboneau	Speech/Language Therapist			5/23	5/14	5/29	5/30	6/3, 6/4
Julie Matyasik	Special Education Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Julia Fleury	ENL Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Kelly Long	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Dana Heeney	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Amanda Crossett	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Krista Podolny	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Nicole Crisalli	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Mallory Chavez	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Katie Smith	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Nichole Hass	Parent			5/23	5/14	5/29	5/30	6/3, 6/4
Triana Davis	Parent			5/23	5/14	5/29	5/30	6/3, 6/4
Courtney Marx	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Allison Sarenski	Special Education Teacher			5/23	5/14	5/29	5/30	6/3, 6/4
Carrie Weaver	Classroom Teacher			5/23	5/14	5/29	5/30	6/3, 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 Team collected student input during in-person interviews. Randomly selected students, representing each grade level, were gathered and asked the same pre-set questions. Students were supported with visual cues, a re-stating of the question and personalized one to one dialogue. After the interviews, the information gathered was sifted for trends and common themes. The plan's action steps link to this information and input gathered from students at Dr. Weeks.