



# MES Plan for Excellence

## 2024-25

District	School Name	Grades Served
Phelps/Clifton Springs CSD	Midlakes Elementary	K-6

## Guidance for Teams

### Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to \_\_\_\_\_.*

### Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

### Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

## Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

**Elementary Level Leadership Team:** Jessica VanDamme, Brianne Raes, Kerry Buckman, Christi Corey, Sarah Farr, Michelle Hicks, Christine Sanchez, Mareasa Severson, Shari Garver, Brittany Rheäume, Megan Wandersee, Lisa Gordner, Chris Moyer, Margo Lacure, Jeff Hamelinck, Mary Dorgan

**District Vision:** To create a community of learners and leaders who demonstrate the 21st century skills necessary to compete and thrive in a global society.

**District Mission:** The Phelps-Clifton Springs Central School District will enable students to demonstrate college and career readiness by displaying:

- **Strong Moral Character:**
- **Critical Thinking Skills:**
- **Perseverance:**
- **Cultural Awareness:**
- **Innovation:**

**Values:**

Respect – Responsibility – Independence - Kindness

### **Strategic Plan Primary Areas of Focus:**

The Phelps-Clifton Springs Central School District Strategic Plan consists of 4 primary areas of focus:

- **Academic Excellence:** To provide programs and supports to improve student achievement.
- **Midlakes Community:** To connect with parents and community members to support our students, create new opportunities for excellence, honor and sustain our traditions and ensure success for every member of the Midlakes Family.
- **Strong and Empowered Staff:** To ensure all employees will feel valued and supported in their commitment to student success.
- **Student Life:** To provide a wide variety of inclusive opportunities that foster the development of all students' character and well-being through education, athletics, and other programs.

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p><b>We will continue to improve student attendance and decrease student chronic absenteeism by 10%. (K-6 students 23-24 percentage of chronically absent students was 14%)</b></p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Supports the district’s core values of Responsibility and Independence.</p> <p>Supports the district strategic plan pillars of Academic Excellence and Midlakes Community.</p> <p>Our attendance goal in the 2023-2024 school year was to reduce chronic absenteeism by 25%. We achieved a 17% reduction.</p>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Continue to update and revise a system to track, monitor and communicate absenteeism. (Letter/communication to all parents indicating absences.)</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> <b>EXPAND</b>  <input type="checkbox"/> REFINE</p>	<p>The MES building reduced chronic absenteeism by 19% during the 23-24 school year.</p>
<p>Develop PBIS supports to promote the importance of attendance.</p>	<p><input checked="" type="checkbox"/> <b>NEW</b>  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>We have been developing a more robust PBIS plan. It is time to focus on attendance.</p>

## Implementation

<b>KEY STRATEGY 1</b>	Continue to update and revise a system to track, monitor and communicate absenteeism. (Letter/communication to all parents indicating absences.)	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 1? What steps are involved?		
Regularly communicate attendance data to all families (see tiered attendance letter).		
Create a format for communicating - tiered letters for all students, reminders on ParentSquare that letters are forthcoming.		
Create a schedule for communicating with all families and those of chronically absent students		
Place the attendance letter in the report cards. Color code the report card attendance number.		
Review changes and practices with staff – provide data to teachers. Provide staff with examples of how to discuss attendance with parents. (Sentence starters/dialogue)		
The administration will attend grade level meetings to share information on chronically absent students.		
Collaborate with the PSO office staff and Administration team to contact families of chronically absent students. Make attendance their priority.		
Utilize the district SRO's to support home visits.		
When possible, coordinate with the transportation department to provide transportation for students who miss the bus or who need to get to school. Possibly more training for drivers.		

<b>KEY STRATEGY 2</b>	Develop PBIS supports to promote the importance of attendance.	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 2? What steps are involved?		
Work with the PSO staff to generate incentives for individual students to promote improved attendance (T2 and T3).		
Define tiered interventions for encouraging attendance and supporting those approaching attendance concerns (Eagle connections, Eagle time, Eagle acknowledgements, postcards home, phone calls, individual incentives, engaged in student interest groups - T1)		
Send positive communications for students who have strong attendance or who show improved attendance.		

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Commitment 1

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
1	2023-24 attendance data	We will gain knowledge about what students were chronically absent. It will also help us see what was impactful for others.	
2	Monthly MTSS attendance data	We will monitor attendance trends and adjust interventions as necessary	

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing ( <i>complete when reviewing mid-year data</i> )
<b>Mid-Year Benchmark(s)</b>	2023-24 attendance data	Previous trends	
<b>End-of-the Year Targets</b>	2024-2025 attendance data	Continued reduction of students showing chronic absenteeism.	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>During the 2024-2025 school year, we will decrease the number of behavioral offenses that require student removal from the classroom by 15% to maximize student time in the classroom.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>We will focus on RESPECTFUL and RESPONSIBLE behavior expectations.                  This goal will support the area of student life by working to improve behavior expectations through strong intervention practices. It will also support the area of creating a strong and supported staff by providing support and intervention strategies that improve behavior throughout the school and district.</p>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY</b>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Professional Development for all staff around behavioral offenses and continuum of supports</p>	<p><input checked="" type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>If we want to see growth, we also must provide teachers with the necessary tools.</p>
<p>Data-driven decision making about behavioral supports</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE</p>	<p>As we identify specific concerns, we must tailor interventions to fit the student and their needs.</p>
<p>Investigate how Improve how we include the district core values on report cards</p>	<p><input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> Refine</p>	<p>This must be further discussed. If we are providing a rating, we should also have a consistent building wide rubric.</p>

## Implementation

KEY STRATEGY 1	Professional development and support for all staff
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
During staff meetings (Fall) discuss and get feedback about what causes student removal from class. Specific information.	
Utilize this information to drive PD. Restorative practices, tier 1 interventions, etc.	
Teachers will continue to input classroom and office referrals into SchoolTool.	
Revisit with teachers the Code of Conduct	
Grade level/classroom assemblies/Lessons that focus on core values	
Utilize focused interventions that are meant to improve behaviors that require classroom removal	

KEY STRATEGY 2	Data-driven decision making about behavioral supports
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Continue to support teachers with the process in School tool.	
Monitor and communicate with staff who are not inputting behavior information into the system. Complete Data is needed for decisions and changes to be made.	
MTSS data communicated school-wide & by grade level about behavioral offenses, eagle ticket data, number of students in Eagle Connections, etc.	
Promote teacher involvement on the Tier 1 team	
<b>Investigate the end of year placement process. Include staff voice to communicate student information. (speed dating)</b>	
Provide support to classroom teachers to do restorative work with students (in the moment).	
Continue dedicated weekly PSO meetings	
Utilize behavior data to provide focused lessons/gatherings of grade levels or specific classrooms.	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*



## Commitment 2

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
1	<p>What have we offered in the past? Do we have staff to lead internal PD?</p> <p>The Curriculum council will investigate PD options.</p>	<p>We will find that we have internal capacity to provide PD.</p> <p>We will find that the addition of a Restorative Practices Coach has helped reduce the amount of time students spend out of the classroom.</p>	
2	<p>We will share 2023-24 behavior data.</p>	<p>Staff will recognize the number of incidents that resulted in removal and loss of instruction time.</p>	

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing ( <i>complete when reviewing mid-year data</i> )
<b>Mid-Year Benchmark(s)</b>	<p>Has the number of classroom removals decreased. Specifically for those who are being removed multiple times. Has the length of remove been reduced.</p>	<p>A reduction in students who are being removed from class multiple times.</p> <p>A reduction of the amount of time students spend removed from the classroom.</p>	
<b>End-of-the Year Targets</b>	<p>Same as above and has overall behavior data improved.</p>		

## COMMITMENT 3

(this section can be deleted if there is no third Commitment)

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	Using guaranteed and viable curriculums
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<b>Alignment to District Values</b> <ul style="list-style-type: none"> <li>• <b>Academic Excellence:</b> To provide programs and supports to improve student achievement.</li> <li>• <b>Strong and Empowered Staff:</b> To ensure all employees will feel valued and supported in their commitment to student success.</li> </ul>

Increase the percentage of students in each grade in Tier 1 (on grade level) within each cohort as follows:

#### ELA

Year	Kindergarten	1st	2nd	3rd	4th	5th	6th
23-24	XX%	(K spring) 40%	54%	51%	50%	66%	60%
24-25 Goal	XX%	50%	64%	69%	55%	76%	70%

#### MATH

Year	Kindergarten	1st	2nd	3rd	4th	5th	6th
23-24	XX%	62%	71%	66%	62%	55%	48%
24-25 Goal	XX%	67%	80%	76%	72%	60%	58%

Increase the number of students in grades 3-6 achieving levels 2, 3, or 4 on the NYS ELA and Math assessment

#### ELA (2023) (2024) Growth Goal

	Scored 1			Scored 2			Scored 3 and 4		
3	52%	42%	32%	37%	29%	33%	12%	28%	35%
4	42%	42%	35%	34%	29%	30%	24%	28%	35%
5	43%	44%	30%	35%	41%	35%	22%	14%	35%
6	53%	38%	20%	33%	33%	30%	14%	29%	50%
ALL	47%	39%	30%	35%	28%	35%	18%	28%	35%

Commitment 3

MATH (Based on spring 2023)

	Scored 1	Scored 2	Scored 3 and 4
3	15% 18% 10%	51% 49% 50%	34% 34% 40%
4	40% 18% 12%	32% 49% 48%	28% 34% 40%
5	45% 31% 25%	29% 40% 40%	26% 28% 35%
6	46% 44% 25%	25% 35% 35%	29% 22% 40%
ALL	36% 32% 20%	35% 45% 45%	29% 28% 35%

Science? Do we include this yet?

Our Commitment

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Commit to a guaranteed curriculum	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Grade levels will develop a meeting cycle that allows for all grade level information to be communicated and discussed. Meeting minutes will be kept on a standard building wide format.
Commit to a viable curriculum	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This work was begun in the 2023-24 school year. We will continue this important work.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

## Implementation

KEY STRATEGY 1	Commit to a <b>guaranteed</b> curriculum.
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
Continue the curriculum mapping that is rooted in the NYS standards.	
Investigate current grade level report cards and adjust mirror curricular changes and programs.-	
Create quarterly benchmark assessments in ELA and Math.	
Utilize learning walks to observe and share best practices	

KEY STRATEGY 2	Commit to a <b>viable</b> curriculum.
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
Utilize interventionist at multiple grade levels to assist in filling gaps.	
Teams will analyze benchmark results and use them to drive instruction. Minimum of once each trimester.	
Commit to grade level teams meetings that focus on student learning and data with a common agenda.	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	Review maps Continue to develop maps	Curriculum maps that are rooted in the NYS standards.	
2	Benchmark assessment data	Assessment results that show mastery of the material/Skills/Concepts being assessed.	
2	Even Interventionist coverage	Interventionist schedules that provide coverage for all grade levels and student needs.	

Commitment 3

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Benchmark assessments An increase of students moving out of AIS intervention	Mastery and growth	
<b>End-of-the Year Targets</b>	Same	Same	

## COMMITMENT 4

(this section can be deleted if there is no fourth Commitment)

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>During the 2024-2025 school year the scheduling committee will reconvene to review and discuss the strengths and concerns about the 6 day schedule.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>This goal will have a positive impact throughout the school and connects to many other goals.</p> <p>This goal will help create a strong and empowered staff and could lead to improved academic excellence.</p>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Reconvene the scheduling committee after the Holiday break	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We will gather feedback about the strengths and areas of concern in the 6 day cycle.

## Implementation

KEY STRATEGY 1	Reconvene the scheduling committee after the Holiday break	
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Listen to the team and their feedback		
Listen to the feedback from the Grade Chairs		
Try to improve areas of concern as the next schedule is created.		

## COMMITMENT 5

(this section can be deleted if there is no fourth Commitment)

### Our Commitment

<b>What is one Commitment we will promote for 2024-25?</b>	Empower and support staff
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>This goal will have a positive impact throughout the school and connects to many other goals.</p> <p>This goal will help create a strong and empowered staff and could lead to improved academic excellence.</p>

### Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<b>KEY STRATEGY</b>	<b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
BIT/Grade Chairs/Grade level teams will focus on more staff-oriented events	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Staff morale and happiness is essential to a positive work and learning environment.
Commit to maintaining and informing staff of supports available	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Information will be communicated through email, at staff meetings, and grade chair meetings



## Implementation

<b>KEY STRATEGY 1</b>	BIT/Grade Chairs/Grade level teams will focus on staff-oriented events
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Review current activities and add as needed	
Increase grade level competitions and interactions	
Staff meeting structure	
Investigate the possibility of the creation of a "sunshine" committee and fund	
<b>KEY STRATEGY 2</b>	Commit to maintaining and informing staff of supports available
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Document and share supports – Academic Coach, PD beyond conference days, Restorative Practice Coach, EAP, Mentoring. Etc.	
Common agenda for all meetings	
Staff to staff resources (staff doing PD, staff doing highlights/showcase, etc.)	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	Have we had more staff-oriented events		
2	Are grade levels adding to the agendas and minutes		

Our Team's Process

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>			
<b>End-of-the Year Targets</b>			

## Learning As A Team

## Next Steps

### Sharing the Plan

When the PFE team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the Director of Curriculum and Instruction and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the PFE team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.