



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Sweet Home	Glendale Elementary	UPK-5

Collaboratively Developed By:

The Sweet Home (school name) SCEP Development Team:

Karen E. DeLaPlante: *Glendale Elementary Building Principal*
 Chandra Jagielo: *Glendale Administrator for Culture & Climate*
 LeighAnn Hildreth: *Glendale Elementary Literacy Coach*
 Molly DiPirro: *Glendale Elementary Math Coach*
 Phyllis Kacalski: *Glendale Elementary Reading Interventionist*
 Ryan Mislin: *Glendale Elementary Teacher*
 Jennie Alessi: *Glendale Elementary Teacher*
 Joelle VanDewater: *Glendale Elementary Teacher*
 Chandra Kling: *Glendale Elementary Teacher*
 Amy Canetti: *Glendale Elementary Teacher*
 Joelle Loughrey: *Glendale Elementary Special Education Teacher*
 Ashley Kingston: *Glendale Elementary Teacher Aide & Glendale Parent*
 Lauren Webber: *Glendale Elementary Teacher Aide*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews (focus groups data for this round could be used), and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2024-25 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Culture of Belonging Guiding questions](#), please make a copy of this template before using.
- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [How Learning Happens](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)
- [Culture of Belonging Guiding Questions](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2025-26?	Foster a positive school culture that promotes perseverance and inspires students to embrace and develop their unique strengths.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	A driving value to our contributing commitment is a belief that a positive school culture is one in which students, staff, families, and administrators feel safe, supported, and valued. It is a place where everyone is encouraged to be their best selves and to work together towards common goals. Research states that a positive school culture is characterized by a sense of community, respect, and collaboration. It is a place where students are engaged in their learning, feel a sense of belonging, and are motivated to achieve their full potential. It is essential for creating a learning environment that is conducive to academic success and personal growth for all students. Promoting perseverance and inspiring strengths within our building is crucial for fostering a positive school culture. By encouraging students to persevere through challenges and setbacks, we are teaching them the value of resilience and determination. This mindset shift can help students approach obstacles with a growth mindset, viewing failures as opportunities for growth and learning. Additionally, by inspiring students to embrace and develop their unique strengths, we are empowering them to recognize their individual talents and abilities. This can boost their self-confidence and motivation, leading to a more positive and inclusive school environment. When students are encouraged to persevere and develop their strengths, they are more likely to feel a sense of belonging and purpose within the school community. By recognizing and celebrating each student's unique abilities, we are promoting a culture of inclusivity and acceptance. This can help students feel valued and appreciated for who they are, leading to increased engagement and participation in school activities. As students become more confident in their abilities, they are more likely to take on leadership roles and contribute positively to the school culture. When students see their peers embodying these values, they are more likely to be inspired to do the same. This can create a positive feedback loop where students support and uplift each other, creating a culture of collaboration and mutual respect.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to build a positive classroom & school community around perseverance along with identifying Unique Strengths	Universal Panther Time for Every Glendale Classroom (1st day of School, all year round) Restorative Community Circles <i>-Teacher leaders and Administrator for Culture and Climate; On going PD with staff meetings</i> Direct Lessons for LIM <i>-MTSS Tier 1 Scope and Sequence for K-5</i> Glendale School Wide WIG (Wildly Important Goal) Perseverance Goal TBA Monthly School-Wide Leadership Assemblies <i>-Big Rocks Established on Habits 1, 2, 3</i> <i>-Perserverance</i> <i>-APEX Leadership: LEVEL UP</i> <i>-Panther Time Assemblies (UPK-2/Grade 3-5)</i>	100% of classrooms will participate in Morning Meetings LIM Lessons Planned During District-Wide Grade-Level Vision Days	Staff PD & resources on Morning Meeting, Restorative Circles LIM SH Scope & Sequence https://docs.google.com/spreadsheets/d/1GafFHxzhHIGjHJsaGUPdVgxot4AbdylugVl-wuYWPNA/edit?gid=0#gid=0

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Glendale will strive for 95% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process.	95%
	Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, students in 4th and 5th grade students will participate in our MRA Survey for the 2025-2026 school year.	95%
	Leadership <u>Student Leadership</u> : Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders.	90%
	Culture <u>Supportive Environment for Students</u> : School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making.	90%
	Academics <u>Empowered Learners</u> : Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.	90%
Staff Survey	Glendale will strive for 95% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by	95%

Commitment 1

	three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, teachers and staff will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Staff Leadership:</u> Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills. Culture <u>Supportive Environment for Staff</u> Staff members feel supportive and empowered with voice, choice, and opportunities to have a positive impact while doing meaningful work. Academics <u>Empowering Teachers</u> Teachers positively impact students by using evidence-based instructional practices that empower their students to lead their own learning.	90% 90% 90%
Family Survey	Glendale will strive for 80% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, all family members will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Family & Community Engagement:</u> Families and community organizations are included as valued school partners that support student development.	95% 90%

Commitment 1

	Culture <u><i>Supportive Environment for Families:</i></u> School is a welcoming, inclusive, supportive environment where students and families feel valued and actively engaged in leadership and decision-making.	90%
	Academics <u><i>Goal Achievement:</i></u> Teachers provide their students with the knowledge, opportunity, and support to set and achieve meaningful goals; connecting their achievement to the school's Wildly Important Goals.	90%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2025-2026 school year.

The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and submeasure provides distinct insight into the expected outcomes of implementing the Leader in Me process.

The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within the report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

LEADERSHIP	CULTURE	ACADEMICS
Staff Leadership Personal Effectiveness A Interpersonal Effectiveness A Student Leadership Support T	Supportive Staff Environment Staff Voice A Collective Efficacy A	Empowering Teachers Instructional Efficacy T Student-Led Practices T/S
Student Leadership Personal Development S/F Interpersonal Development S/F Positive Wellbeing S Self-Advocacy S Prosocial Behaviors S	Supportive Student Environment School Climate A Student Empowerment S School Belonging S Trusting Relationships S	Empowered Teachers Supportive Teachers S Academic Self-Efficacy S
Family & Community Engagement School & Family Partnerships T Family Engagement F Community Engagement A	Who answers these questions? A = All School Staff (Including Teachers) T = Teachers Only S = Student F = Families	Goal Achievement Student Goals S Student Goal Support T School Goals T



Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.

Glendale is committed to receiving a score of **85 or higher** on our next MRA which serves as a score of effective and/or exemplary in the results and Leader In Me Lighthouse Review.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-26?	Foster strong relationships and collaboration between families, schools, and the Glendale community to support student success and well-being.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	Part of establishing a positive school environment involves collaboration and partnership with families and community members. Parent/Family involvement and parent/family engagement are two terms that are often used interchangeably, but they have different meanings. Parent/family involvement refers to families being present and participating in school activities, such as attending parent-teacher conferences, volunteering at the school, or helping with school events. Parent/family engagement, on the other hand, goes beyond just being present and participating. It involves families actively collaborating with teachers and school administrators to support their child's learning and development. While parent/family involvement is important, parent engagement is crucial for creating a strong partnership between families and schools that can lead to better outcomes for students. Strong relationships and collaboration between families, schools, and the community are crucial for student success as they create a supportive network that nurtures the holistic development of the student. When these entities work together harmoniously, they can provide a consistent and cohesive support system for the student, reinforcing positive behaviors and academic achievements. Families can offer insights into the student's background and needs, schools can provide educational resources and guidance, and the community can offer additional support and opportunities for growth. This collaborative effort ensures that the student receives comprehensive support that addresses their academic, emotional, and social needs, leading to improved overall well-being and success in their educational journey. Furthermore, fostering strong relationships and collaboration between families, schools, and the community helps create a sense of belonging and connectedness for the student. When all stakeholders are actively involved and engaged in the student's education, the student feels supported and valued, which can boost their confidence and motivation to succeed. This interconnected support system also helps in identifying and addressing any challenges or barriers the student may face, enabling timely intervention and tailored support.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Purposefully engaging families and communities in mutual partnerships that promote the well-being of students, families, and the Glendale Community, in an equitable and accessible way.	<u>Glendale Family Math Night/STEM</u> <i>Grade 3 - Grade 5 (Date TBA)</i> <i>UPK - Grade 2 (Date TBA)</i> <u>Glendale Family Literacy Night</u> <i>UPK - Grade 5 March 24th Date (TBA)</i> <u>Digital Safety & Technology Parent Night</u> (TBA: PTA Meeting) <u>Future Multi-Culture Night</u> (Date TBA) <i>New Leadership Action Team</i> <i>Involve the Student ACT Team</i> <u>Northwest Amherst Community Center Partnership with Glendale Elementary</u> ● School Supply Drive ● Field Trips to the NWACC	Math Coach, Science Coach, Literacy Coach, Staff & partnership with Glendale PTA & Buffalo State will participate in a STEM Learning Night for Families. PTA & Glendale Staff Literacy Learning Night for Families. Detective Kazmark & TTPD PTA & Volunteers The Northwest Amherst Community Center Liaison will select activities to bring to each of the events with proper staffing.	Activities for STEM to provide for at-home activities, Folders, FATE Partnership, PTA <i>PTA President, Literacy Coach, Admin Collaboration</i> <i>District Cell Phone Policy Town Hall</i> <i>Venue or space for the event</i> <i>Cultural food and drink options,</i> <i>Decorations representing different cultures, Performers or speakers from diverse backgrounds,</i> <i>Schedule that allows for NWACC to attend the events and time dedicated to plan with the staff at the NWACC.</i>

Commitment 2

	• Volunteers from NWACC Youth Program (Recess Opportunities) • Glendale “Pop-Up” • Field Day Participation <u>Parent-Teacher Conferences with Student Led Opportunities</u>	Glendale will strive for 100% attendance in Parent-Teacher Conferences Students will participate in Student-Led Conferences Proper communication to families, staff training on student-led conferences.	Glendale LIM Student-Led Scope and Sequence https://docs.google.com/spreadsheets/d/1CxHOCsRcQDpTLFOFiBBb7VEiWakuMZisAC0KLe8bDQc/edit?gid=0#gid=0
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End-of-the-Year Desired Outcomes

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	Leadership <u>Student Leadership</u> : Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders.	90%
	Culture <u>Supportive Environment for Students</u> : School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making.	90%
	Academics <u>Empowered Learners</u> : Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.	90%
Staff Survey	Glendale will strive for 95% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub	95%

Commitment 2

	measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, teachers and staff will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Staff Leadership</u>: Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills. Culture <u>Supportive Environment for Staff</u> Staff members feel supportive and empowered with voice, choice, and opportunities to have a positive impact while doing meaningful work. Academics <u>Empowering Teachers</u> Teachers positively impact students by using evidence-based instructional practices that empower their students to lead their own learning.	90% 90% 90%
Family Survey	Glendale will strive for 80% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, all family members will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Family & Community Engagement</u>: Families and community organizations are included as valued school partners that support student development.	95% 90%

Commitment 2

	Culture <u>Supportive Environment for Families:</u> School is a welcoming, inclusive, supportive environment where students and families feel valued and actively engaged in leadership and decision-making.	90%
	Academics <u>Goal Achievement:</u> Teachers provide their students with the knowledge, opportunity, and support to set and achieve meaningful goals; connecting their achievement to the school's Wildly Important Goals.	90%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2025-2026 school year.

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The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within the report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

LEADERSHIP		CULTURE		ACADEMICS	
Staff Leadership		Supportive Staff Environment		Empowering Teachers	
Personal Effectiveness	A	Staff Voice	A	Instructional Efficacy	T
Interpersonal Effectiveness	A	Collective Efficacy	A	Student-Led Practices	T/S
Student Leadership Support	T				
Student Leadership		Supportive Student Environment		Empowered Teachers	
Personal Development	S/F	School Climate	A	Supportive Teachers	S
Interpersonal Development	S/F	Student Empowerment	S	Academic Self-Efficacy	S
Positive Wellbeing	S	School Belonging	S		
Self-Advocacy	S	Trusting Relationships	S		
Prosocial Behaviors	S				
Family & Community Engagement		Who answers these questions?		Goal Achievement	
School & Family Partnerships	T	A = All School Staff (Including Teachers)		Student Goals	S
Family Engagement	F	T = Teachers Only		Student Goal Support	T
Community Engagement	A	S = Student		School Goals	T
		F = Families			



Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.

Glendale is committed to receiving a score of **85 or higher** on our next MRA which serves as a score of effective and/or exemplary in the results and Leader In Me Lighthouse Review.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2025-26?	Academic Goals for Literacy and Math: Literacy: Implement a weekly word study program for grade 4 and 5 students at Glendale using UFLI to enhance vocabulary acquisition and reading comprehension skills. Math: Implement differentiated instruction strategies in Math Illustrative program for grades K-5 to meet the diverse learning needs of students and promote academic growth and achievement.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	<u>Literacy</u> Implementing a weekly word study program for grade 4 and 5 students at Glendale using UFLI can help enhance vocabulary acquisition and reading comprehension skills. By introducing this program at the upper grade levels following the UFLI instruction in K-3, students can build upon the foundational skills they have already acquired. This continuity in instruction can help students maintain and further develop their vocabulary and reading comprehension abilities as they progress through their academic journey. Additionally, the consistency in using UFLI across different grade levels can create a seamless learning experience for students, reinforcing their understanding and application of the strategies taught. Moreover, a weekly word study program can provide students with regular opportunities to engage with new vocabulary in a structured and focused manner. This consistent exposure to a variety of words and their meanings can help students expand their vocabulary repertoire, enabling them to better comprehend complex texts and express themselves more effectively in both spoken and written forms. By equipping students with the necessary tools to effectively navigate and comprehend texts across different subjects, this program can support their overall academic success. As students develop stronger vocabulary and reading comprehension skills, they are better equipped to tackle challenging texts, engage more deeply with content, and ultimately perform better in various academic tasks and assessments.

Commitment 3

Math

Implementing differentiated instruction strategies in the Math Illustrative program for grades K-5 can significantly enhance student success by catering to the diverse learning needs of students. By providing various instructional methods and materials, teachers can better address individual strengths, weaknesses, and learning styles, ensuring that all students have the opportunity to grasp mathematical concepts effectively. This tailored approach can boost student engagement, motivation, and comprehension, leading to improved academic growth and achievement across the board.

Implementing differentiated instruction strategies can create a more inclusive and supportive learning environment where all students feel valued and empowered to succeed. By recognizing and accommodating the unique needs of each learner, educators can help students build confidence, develop a positive attitude towards learning math, and foster a growth mindset. This personalized approach can not only enhance academic performance but also promote a sense of belonging and self-efficacy among students, ultimately contributing to their overall success in mathematics and beyond.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of UFLI word study program will support the continuation of strong foundational literacy skills for students in grades 4 and 5.	UFLI Grades 4 & 5 <i>By regularly assessing student progress and adjusting instruction to meet individual needs, the UFLI word study program will support the development of strong foundational literacy skills for our students who have had UFLI in</i>	Students who consistently engage in UFLI activities have shown significant improvement in their assessment scores during Words Their Way.	https://ufli.education.ufl.edu/foundations/toolbox/ https://ufli.education.ufl.edu/foundations/toolbox/1-34/

Commitment 3

	<i>grades K - grade 3. (Coaching Opportunities, Teacher Rounds, PD)</i>	AimsWeb Benchmarking Data • Fall • Winter • Spring	https://ufli.education.ufl.edu/foundations/printable-resources/
Implement differentiated instruction strategies in Math Illustrative program for grades K-5 to meet the diverse learning needs of students and promote academic growth and achievement.	<u>Illustrative Math Differentiation</u> <i>Implementing illustrative math into elementary school curriculum can help students develop a deeper understanding of mathematical concepts through visual representations and real-world examples. In middle school, using illustrative math can engage students in problem-solving and critical thinking skills by presenting math in a more interactive and hands-on way. Coaching Opportunities, Teacher Rounds, Collaboration, PD Opportunities</i>	Increased student engagement and participation in math lessons Improved understanding and retention of math concepts Higher test scores and academic performance in math AimsWeb Benchmarking Data • Fall • Winter • Spring	https://illustrativemathematics.org/resource-hub/

End-of-the-Year Desired Outcomes

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Commitment 3

	three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, students in 4th and 5th grade students will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Student Leadership</u>: Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders. Culture <u>Supportive Environment for Students</u>: School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making. Academics <u>Empowered Learners</u>: Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.	95% 90% 90% 90%
Staff Survey	Glendale will strive for 95% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, teachers and staff will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Staff Leadership</u>: Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.	95% 90%

Commitment 3

	Culture <u>Supportive Environment for Staff</u> Staff members feel supportive and empowered with voice, choice, and opportunities to have a positive impact while doing meaningful work. Academics <u>Empowering Teachers</u> Teachers positively impact students by using evidence-based instructional practices that empower their students to lead their own learning.	90% 90%
Family Survey	Glendale will strive for 80% participation for the MRA 2025-2026 school year. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and sub measure provides distinct insight into the expected outcomes of implementing the Leader in Me process. Using the Leader In Me (MRA) Measurable Results Targeted questions and focus areas, all family members will participate in our MRA Survey for the 2025-2026 school year. Leadership <u>Family & Community Engagement:</u> Families and community organizations are included as valued school partners that support student development. Culture <u>Supportive Environment for Families:</u> School is a welcoming, inclusive, supportive environment where students and families feel valued and actively engaged in leadership and decision-making. Academics	95% 90% 90%

Commitment 3

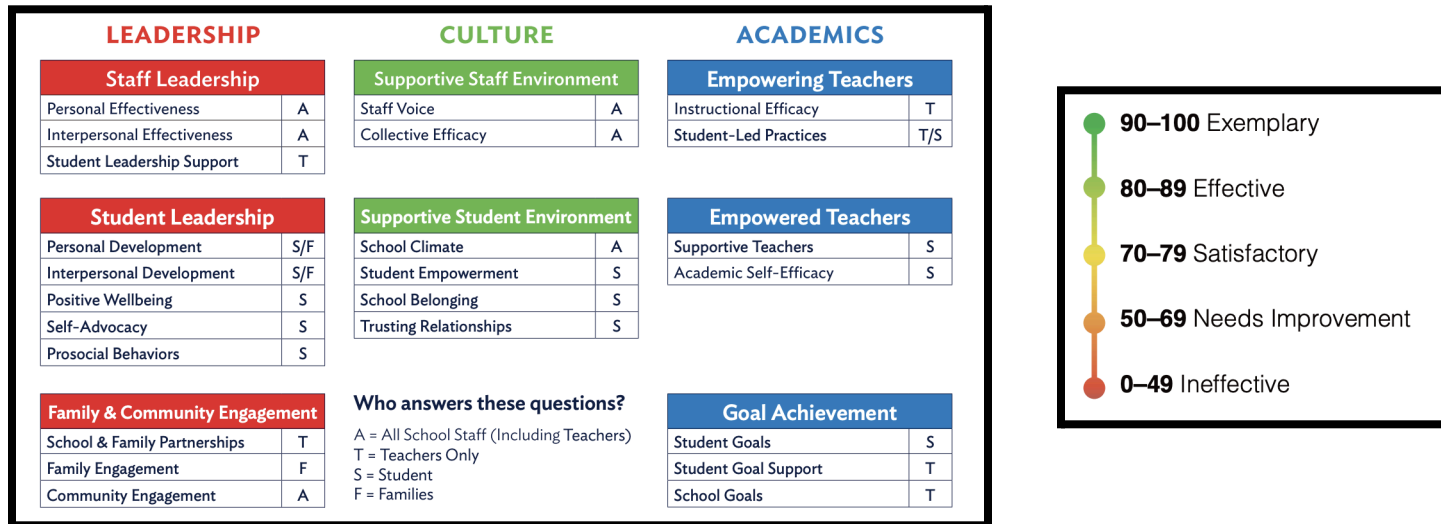
	<u><i>Goal Achievement:</i></u> Teachers provide their students with the knowledge, opportunity, and support to set and achieve meaningful goals; connecting their achievement to the school's Wildly Important Goals.	90%
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2025-26 school year.

Commitment 3

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Glendale is committed to receiving a score of **85 or higher** on our next MRA which serves as a score of effective and/or exemplary in the results and Leader In Me Lighthouse Review.

Our Team's Process

Background

Each school's SCEP must be developed in consultation with parents and school staff.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Karen E. DeLaPlante: <i>Glendale Elementary Building Principal</i>	
Chandra Jagielo: <i>Glendale Administrator for Culture & Climate</i>	
LeighAnn Hildreth: <i>Glendale Elementary Literacy Coach</i>	
Molly DiPirro: <i>Glendale Elementary Math Coach</i>	
Phyllis Kacalski: <i>Glendale Elementary Reading Interventionist</i>	
Ryan Mislin: <i>Glendale Elementary Teacher</i>	
Jennie Alessi: <i>Glendale Elementary Teacher</i>	
Joelle VanDewater: <i>Glendale Elementary Teacher</i>	
Chandra Kling: <i>Glendale Elementary Teacher</i>	
Amy Canetti: <i>Glendale Elementary Teacher</i>	
Joelle Loughrey: <i>Glendale Elementary Special Education Teacher</i>	
Ashley Kingston: <i>Glendale Elementary Teacher Aide & Glendale Parent</i>	
Lauren Webber: <i>Glendale Elementary Teacher Aide</i>	

Creating a Sense of Belonging Through Inclusion School Self Assessment - Guiding Questions Used

Please list the categories and guiding questions used to guide the development of this plan. Please list the questions *only*.

A. Assessing the Current State of Creating a Sense of Belonging

- Q. 1: How do students, families and staff perceive their sense of belonging within the school community?

B. Professional Development

- Q. 1 How can we create spaces (i.e. designated time at staff meetings, as a building or school district as a whole, a specific "safe space" in a building for open dialogue, etc.) to open dialogue amongst staff on challenges and successes with regards to diversity, equity and inclusion?

C. Fostering Empathy and Understanding

- Q.1 How does your school cultivate empathy (ex. Double empathy and different social languages) and understanding throughout the community and why is it important?

D. Voice and Engagement

- Q.3 How are we empowering students to engage in respectful dialogue around issues of diversity, equity, and inclusion?

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students (focus group data)
2. Reviewing Multiple Sources of Data and Feedback
3. Clarifying Priorities and Considering How They Connect to School Values
4. Writing the Plan
5. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/25</i>		x	x		
3/25/25		x	x		
4/25/25		x	x		
5/16/25			x	x	x
5/30/25			x	x	
6/10/25				x	x
6/24/25				x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews - What did you learn from the students?

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

Student Voice is a crucial component of our Leader In Me embedded curriculum and belief as a district and building. Through various platforms such as student action teams, leadership roles, and feedback mechanisms, students are empowered to share their thoughts, ideas, and concerns. This fosters a sense of ownership and responsibility among students, allowing them to actively contribute to decision-making processes within the school community. By valuing student input, we create a culture that prioritizes inclusivity, collaboration, and respect for diverse perspectives. Encouraging student voice also promotes critical thinking, problem-solving, and communication skills, preparing students for success in their academic and future endeavors. Ultimately, by integrating Student Voice into our curriculum and belief system, we cultivate a supportive and engaging learning environment that celebrates the unique contributions of every student.

