



School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Sweet Home	Willow Ridge Elementary	PK-5

Collaboratively Developed By:

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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?	We commit to increasing student independence and problem solving across the day.
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>	Through discussions with grade level and department teams, our Building Leadership Team and in observing student managed independent learning, we recognized that while students regularly engage in learning tasks, many still rely heavily on adult direction for decision-making, conflict resolution, and navigating challenges. This prompted us to reflect on how we are building the skills necessary for students to think critically, persevere through difficulty, and take ownership of their learning and behavior throughout the day. We also recognize the importance of student agency, resilience, and the development of essential cognitive and social skills through authentic, guided practice. Independence and problem-solving are not innate skills—they must be intentionally taught and reinforced in developmentally appropriate ways. By making this a school-wide priority, we aim to ensure that <i>all</i> students receive the consistent structures and supports needed to grow as independent thinkers and problem-solvers. Independence and problem-solving are foundational skills that impact a student's success in every area—academically, socially, and behaviorally. By focusing on increasing these skills consistently across the school day, we are equipping students not only for immediate success but for lifelong learning. This work aligns naturally with our other school commitments, particularly our focus on leadership development through the <i>Leader in Me</i> framework. It also supports our long-term goal of developing confident, capable learners who take ownership of their growth and contribute positively to their community.

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?
Re-establish Routines for Self-Managed Independent Learning	Identify routines for Managed Independent Learning that carry over from previous grade level. Daily independent reading and regular book shopping K-5. Frequent changing of stations to increase student engagement.	Throughout the school year, student stamina for independent reading will progressively increase. More students will be on task for longer periods of time during managed independent learning. Students follow center board on their own during Managed Independent Learning (K,1); Students in grades 2-5 know the order of MIL tasks.	Addition of Digital Reader in grades 1 & 2. Supplement kindergarten classroom libraries. Regularly scheduled coaching collaboration
Improve Meaning Making and Understanding of Mathematical Tasks	Math coaching around mathematical routines that build meaning making, such as questionless word problems. Explicit instruction for making meaning of directions for tasks or activities.	Increase in student performance on story problems in grades 1-5.	Regularly scheduled coaching collaboration

		Increased completion rate of Activity Tasks 2 in IL Math Curriculum.	
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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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	I can usually figure out how to complete my classwork on my own.	80%
	When I don’t understand a task or assignment, I know some strategies I can try before asking for help.	80%
Staff Survey	Stamina during independent managed learning time has progressively increased throughout the school year.	90%
	Compared to last year, more students are able to begin a task or activity on their own.	90%
Family Survey	Compared to the beginning of the school year, my child is more independent with tasks at home.	80%

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.

By the end of the year, we are hopeful that students will show more independence and resilience, as well as an increase in work stamina. This will be evident through students being able to maintain independent reading for longer periods of time, a greater level of independence during managed independent learning- including a noticeable decrease in disruptions to small group reading. Overall, teachers should feel that managed independent learning time is more productive, and that students are spending more time productively engaged in learning tasks and activities.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-26?	We commit to continuing to develop leadership practices throughout the building.
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>	At Willow Ridge Elementary, our school-wide commitment to developing common student leadership practices will allow us to empower every student to lead with confidence, responsibility, and compassion. Through our work with the <i>Leader in Me</i> framework, we believe that leadership is not reserved for a select few—it is a capacity within every student that can be nurtured daily. This focus on leadership emerged as a priority through reflective conversations and feedback from both staff and students. Each year, data collected from the Measurable Results Assessment (MRA) challenges us to examine whether all students truly see themselves as leaders in our building. It has prompted us to critically think about how leadership opportunities are distributed and whether we are supporting leadership development equitably across grade levels and student groups. Students have consistently identified that they want to contribute meaningfully to their classrooms and to feel that their ideas and actions matter. Committing to common leadership practices across the building is the right step forward because it provides consistency and clarity. When students encounter the same leadership language, expectations, and routines throughout the school day, their understanding of what it means to be a leader deepens. Leadership becomes something they live, not just something they learn about. This commitment reinforces and strengthens our <i>Leader in Me</i> implementation by turning leadership principles into daily habits. This work also connects naturally to our other priorities, such as whole-child development, creating a positive school culture, and advancing equitable

practices. By building leadership capacity in every student, we are investing in their academic success, their personal growth, and their ability to contribute positively to their community.

Ultimately, focusing on student leadership practices is not a separate initiative—it is the foundation for who we want our students to become and the kind of community we want our school to be.

Data from our Spring 2025 MRA were very positive. However, there is some growth to be made with student perceptions around goal setting. Answering the prompt “How easy are these things for you?”, the following percentage of students indicated that each item was “easy” or “kind of easy”.

- 68% for *Setting goals*.
- 67% for *Tracking your progress as you work to reach your goals*.
- 65% for *Following the plan you made to reach your goals*.
- 65% for *How easy is it to decide what to do first when you have a lot to do?*
- 63% for *Making a plan to reach your goals*.

Additionally, only 42% of students indicated that it was “very easy” or “kind of easy” to get themselves out of bad moods. Our hope is to increase student confidence in utilizing strategies to help regulate their emotions, along with helping them understand that regulating their emotions is within their circle of control.

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?
Use of 4DX model by students and staff for goal setting 4DX: -Focus on wildly important -Act on lead measures -Keep a compelling scoreboard -create a cadence of accountability	-Engage staff in experiencing the process, set and post staff goals (personal and professional) -Staff Accountability Partnerships (first 10 minutes of faculty meeting) -Staff goal scoreboard wall, celebration activities -Students develop their own personal and academic goals -Classrooms regularly meet with partnership class a minimum of 5 times per year -Students have accountability partners within their classroom that they share their goals with. -Develop staff understanding of lead vs lag measures	Staff will engage in conversations about their personal and professional WIG outside of faculty meetings. Students in every PK-1 classroom will be able to talk about their classroom WIG. Students in every grade 2-5 classroom will be able to talk about their personal WIG.	Space in the building to easily access LIM & Habits resources such as goal setting templates, books to align with the habits, etc. (Facilitated by Lighthouse Coordinator) Continued PD during Faculty Meetings

	-Accountability partner on WIG Wednesday		
Create a morning structure that supports students social and emotional growth and well being through leadership principles.	-All teachers in grades K-5 deliver “must have” lessons from LiM curriculum identified by district level team during the 24/25 school year -Consistent implementation of Panther Time, which includes morning circle -Common Routines and expectations - Morning Message - Community Circle - Accountability partners	Common practices are in place when classroom walkthroughs are conducted during Panther Time	Curriculum resources from LiM website; scope and sequence documents developed by district team.

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	How easy are these things for you: • <i>Setting goals.</i> • <i>Tracking your progress as you work to reach your goals.</i> • <i>Following the plan you made to reach your goals.</i> • <i>How easy is it to decide what to do first when you have a lot to do?</i> • <i>Making a plan to reach your goals.</i> • <i>Getting yourself out of a bad mood.</i>	90% 90% 90% 90% 90% 90%
Staff Survey	I understand the 4DX model for goal setting. I created opportunities for students to use their leadership notebooks to set, track and reflect or talk about their goals throughout the school year.	90% 90%
Family Survey	I have had conversations with my child at home about goals they are working on in school.	75%

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.

While we will use the MRA as quantitative data, the benchmark of 90% is a stretch goal. We believe that a 10-15% increase from Spring 2025 to the Spring 2026 administration within any of the indicators identified in the previous section would constitute good progress toward this commitment.

Another indicator of success would be an increase in students developing their own academic goals. Presently, all classrooms construct “classroom goals”, and some are developing routines for students to create their individual academic goals. In many cases, these individual goals are developed within the same area for each student. Seeing more students developing goals based on their individualized needs would also represent progress in this area.

