

SSC Meeting Notes
11/2/26

Objective- review this year's priority areas, what we are doing to address them and plan what we can do moving forward

Goal 1 – Culturally and Linguistically Sustaining Practices

We will foster a school-wide culture that honors and celebrates the diverse identities of our students, staff, and families through integrating our students' cultural experiences, perspectives, and identities into the teaching and learning, and overall atmosphere of the school.

Benchmarks

- By February 2026, at least 75% of teachers will incorporate culturally responsive instructional strategies or materials into their lesson plans, as demonstrated through curriculum reviews, instructional walkthroughs, or teacher reflections.
- By May 2026, a cohort of at least 10% of staff members will be identified and supported as cultural competency advocates, leading at least two professional learning activities or schoolwide events focused on equity, identity, or multicultural education.

Goal 2 – Leadership, Shared Responsibility, and Professional Collaboration

By the end of the three-year period, we will have established collective, distributed leadership structures and practices apparent throughout the school, characterized by an active, well-represented Instructional Leadership Team (ILT), student leadership opportunities, and teacher-led professional development.

Benchmarks

- By December 2025, the ILT will lead at least two professional development sessions aligned to instructional priorities identified through school data, with post-PD surveys indicating 80% of staff found the sessions relevant and applicable.
- By March 2026, at least 20 students will have completed a school-sponsored leadership development program, including a workshop series and mentorship, with 75% reporting increased confidence in leadership skills.
- By May 2026, 90% of teaching staff will have participated in the peer observation cycle, with each completing a minimum of two observations and two feedback sessions. The ILT will summarize trends to inform future PD.

Goal 3 – Intentional Practices for Improving Instruction: Engaged Learning

Over the next three years, we will align instruction with the "Portrait of a Graduate," prioritize student voice and choice, and integrate social-emotional learning into the curriculum.

Benchmarks

- By January 2026, 100% of instructional staff will participate in at least one professional development session on Portrait of a Graduate alignment, and at least three interdisciplinary units incorporating its attributes will be co-designed and piloted.
- By March 2026, 75% of classrooms will demonstrate student voice and choice in instruction, as evidenced through lesson plans, observations, or teacher reflection.
- By May 2026, a finalized SEL integration framework will be implemented in at least 80% of core classes, with teachers incorporating at least one explicit SEL strategy weekly.

Goal 4 – Student-Specific Supports and Instruction to All Students

By the end of the three-year period, we will have established a culture of data-informed decision-making, personalized instructional interventions, and enriched learning opportunities.

Benchmarks

- By January 2026, all staff will attend at least two PDs on data analysis and intervention planning. Grade-level/content teams will conduct regular data meetings to guide instructional decisions.
- By March 2026, at least 80% of students identified for Tier 2 or Tier 3 support will be receiving targeted interventions with biweekly progress monitoring.
- By May 2026, the school will provide at least five new enrichment opportunities through community partnerships, with at least 25% of students participating.

Goal 5 – School Climate and Culture

Over the next three years, we will continue to prioritize initiatives aimed at fostering a positive school climate and culture that promotes the well-being and success of all students, families, staff, and stakeholders.

Benchmarks

- By January 2026, the school will host at least three targeted family engagement events co-designed with parent input, with 75% of attendees reporting increased connection to the school.
- By March 2026, PBIS data will be reviewed monthly by the PBIS team, with at least one documented mid-year adjustment to strengthen inclusivity and student ownership.
- By May 2026, a minimum of five transition-focused partnerships (e.g., colleges, employers, agencies) will be established, and at least 50% of graduating students will have participated in a college visit, job shadow, internship, or postsecondary planning activity.

Members in attendance-

Kendra- community rep

Jen- cspm

Monica- teacher rep

Jaslene- student rep

All reps in attendance agree with the priority areas and next steps to meet them, want to increase the 50% of graduating seniors participating in postsecondary planning to 100%
Discussed ways to increase family involvement