



# School Improvement Plan

**School:** Ferryway School

**Leader:** Matthew C. Stahl

**Date:** May 15th, 2024

**DUE no later than May 15, 2024**

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*2024-2025 School Year*

# School Improvement Plan

## Overview

The School Improvement Plan (SIP) process aims to develop a robust strategy for enhancing student achievement within the school, especially those with the greatest needs, particularly BIPOC students, Multilingual Learners (MLLs) and Special Education and families. The SIP should delineate the initiatives to be undertaken throughout the year to meet the end-of-year student achievement goals as specified in the Malden Public Schools Three-Year Academic Targets for ELA and Math.

An effective SIP:

- Builds upon prior efforts, including the previous year's SIP.
- Is rooted in an analysis of data pertaining to the school's performance.
- Reflects specific needs identified through data analysis and aligns with the priorities outlined in the SIP.
- Is regularly updated throughout the year in response to student performance data indicating progress off track.

The SIP functions as a guiding document, providing clarity on the key priorities and actions essential for the academic year. It ensures alignment among stakeholders, fostering a shared understanding of the implementation and progress of the school's improvement endeavors. The development of the SIP must adhere to the [UnboundEd GLEAM Framework](#).



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Increase student attendance rate and reduce chronic absenteeism



# Problem of Practice:

The problem of practice for Ferryway School is centered around the dual objectives of fostering increased staff collaboration and enhancing student engagement across all classrooms. Despite efforts to promote collaboration among staff members, there remains a need to establish sustainable structures and practices that encourage ongoing communication, sharing of best practices, and collective problem-solving. Additionally, while individual teachers demonstrate varying levels of success in engaging students, there is a recognized opportunity to implement school-wide strategies and instructional approaches that promote active participation, critical thinking, and meaningful learning experiences for all students. Addressing this problem of practice requires a comprehensive approach that integrates professional development opportunities focused on collaborative practices and student engagement strategies, while also providing ongoing support and resources to empower teachers in their efforts to create dynamic and inclusive learning environments.

# Data Sources:

- ❑ District Wide Goals
- ❑ Malden Public Schools Open Architect
- ❑ Attendance Data (Open Architect and DESE Security Portal/EWIs)
- ❑ Disciplinary Data (Open Architect and ASPEN)
- ❑ DESE Accountability Targets
- ❑ Malden ELA iReady (Targets)
- ❑ Malden Math IXL (Targets)

# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **Numeracy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **SEL:** Reduce Chronic Absenteeism - Increase attendance overall to above 95% and reduce Chronic Absenteeism to below 15%.
- **Equity:** By May 2025, 80% of classroom observations will show evidence of **engaging** learning experiences as measured by GLEAM observation rubric pertaining to these elements.

# Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 39% of all students, 66% of SPED students, and 62% of ELLs students are scoring below grade-level as measured by iReady testing, and 61% of all students, 34% of SPED students, and 38% of ELL students are scoring at or above their grade-level (as of mid-year benchmarks).

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, there is a need for targeted instructional strategies and curricular adjustments based on detailed student performance data. Without strategic use of this data, educators are unable to effectively address the diverse learning needs of students, particularly those who are struggling to meet grade-level expectations. This results in a significant percentage of students performing below grade level, indicating a gap in personalized and data-driven instructional approaches.

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Locate more spaces within the Amplify/CKLA program to create more opportunities for student engagement and ownership, while also aligning with the components of GLEAM (worthwhile lessons).	Teachers, Admin, Directors & Coaches	Aug 2024-June 2025	<ul style="list-style-type: none"> <li>- CKLA &amp; Amplify targeted PD</li> <li>- Coaching and PD designed and led by Tntp partners to promote student ownership of learning</li> <li>- Regularly scheduled walkthroughs by school and district admin using the GLEAM rubric focused on student ownership</li> <li>- Ongoing coaching cycle by school literacy coach</li> </ul>
The Literacy coach will collaborate with teachers in the planning and differentiation of lessons.	Coaches & teachers	Monthly Sept-June	<ul style="list-style-type: none"> <li>- Coaching cycles as needed</li> <li>- HQIM</li> <li>- Suggest Monthly CPT with grade-level teams</li> </ul>
Teachers will engage in peer observations of effective Literacy practices and debrief with the literacy coach.	Teachers & coach	Ongoing	<ul style="list-style-type: none"> <li>- 'Lab' classroom participants</li> <li>- MPS 'peer observation' form</li> <li>- Pre- and debrief meetings</li> <li>- Literature/resources about the purpose of peer visits</li> </ul>



**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Implement supports and resources located in CKLA 'Language Studio' curriculum and embedded supports in Amplify ELA curriculum	ESL Teachers & coaches	Ongoing	<ul style="list-style-type: none"> <li>- Coaching cycles by ESL coach</li> <li>- CKLA 'Language Studio' curriculum</li> <li>- Amplify ELA curriculum</li> <li>- 'Crosswalk' pacing guide of CKLA and 'Language Studio'</li> </ul>
In cases of ESL push-in, the classroom teacher and ESL specialist will communicate regularly on pacing, embedded scaffolds within the lesson, and opportunities for differentiated learning.	ESL Teachers, general education teachers, & coaches	Ongoing	<ul style="list-style-type: none"> <li>- Coaching cycles by ESL and literacy coaches</li> <li>- 'Crosswalk' Pacing Guide</li> <li>- PD on co-teaching by TNTP</li> <li>- Differentiated lesson plan exemplars and templates</li> </ul>
Develop and implement a specialized instructional model for SPED and ELL students that incorporates individualized teaching strategies and resources tailored to meet their unique learning needs.	Teachers & Administration	Summer planning & implementation in fall	<ul style="list-style-type: none"> <li>- Review of licensure for new structures</li> <li>- Re-arrangement of staffing as needed to support the model at each grade-level</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	iReady and DIBELS Benchmark Assessments	
Ongoing	Increase in students' engagement and ownership of lessons as evidenced by walkthrough and observation notes, PLC discussions, and teacher and student feedback surveys	
Bi-Annually	Teachers will engage in peer observations to observe student engagement strategies within a CKLA and/or Amplify ELA lesson.	
By 12/22/24	iReady, QPS, and DIBELS Benchmark Assessments	
Ongoing	Walkthrough data from outside partners (i.e. UnboundEd, TNTP, DESE, etc.) note increased student engagement and ownership of lessons.	
By 6/2/25	iReady and DIBELS Benchmark Assessments	
8/15/25	MCAS scores are released	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 59% of all students, 78% of SPED students, and 72% of ELL students are scoring below grade level as measured by IXL testing. 41% of all students, 22% of SPED students, and 28% of ELL students are scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

## Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Support teachers in implementing EM2 & Open Up Resources (OUR) with fidelity and in aligning with the components of GLEAM	Teachers, admin, directors & coaches	Aug 2024-June 2025	<ul style="list-style-type: none"> <li>- Bldg admin/coach attend and implement Lead PD by Eureka2 and OUR</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> <li>- Ongoing support from math coach</li> </ul>
The math coach will collaborate and support teachers in the planning of lessons as needed.	Coaches & teachers	Monthly Sept-June	<ul style="list-style-type: none"> <li>- Coaches will support admin following Lead PD</li> <li>- Coaching cycles in elem/PLC in ms as needed</li> </ul>
Teachers will increase implementation of peer observations of effective mathematical practices at Ferryway and across the district.	Teachers, lab classrooms	Ongoing	<ul style="list-style-type: none"> <li>- Complete peer observation forms</li> </ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, & coaches lab classrooms	Ongoing	<ul style="list-style-type: none"><li>- Differentiated Instructional Materials</li><li>- Professional Development Programs</li><li>- Collaborative Learning Technologies</li></ul>
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	teachers, coaches, admin and directors	Ongoing	<ul style="list-style-type: none"><li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li></ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	IXL Benchmark Assessment	
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, team discussions and feedback surveys	
By 12/22/24	IXL Benchmark Assessment	
Ongoing	All students will engaged in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	IXL Benchmark Assessment	

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values all students.

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice and increasing student engagement, we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of **engaging** instruction as part of the GLEAM framework. Teachers will provide engaging instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Teacher will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs.

**Desired Outcome:** Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities, thereby increasing student engagement and fostering a more inclusive and responsive learning environment.

**Root Cause(s) to Address Hypothesis of Priority:** *Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.*

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Establish a mentorship program pairing ELL students with teachers or peers who provide academic support, cultural connection, and consistent communication to build stronger relationships and foster a sense of belonging within the school community.	Administration & ELLs Team	Fall 2024	<ul style="list-style-type: none"> <li>- Schedule for mentoring times</li> <li>- Facilitator for mentoring program</li> <li>- Conduit for students to gather feedback from other students about how to more feel like they “belong”</li> </ul>
Vertical meetings for grade-level teams to share best practices for increasing engagement. Facilitate collaborative planning sessions where teachers can work together to design engaging lessons.	Administration & Teachers	Ongoing	<ul style="list-style-type: none"> <li>- Schedule for these meetings</li> <li>- Coaching/observation opportunities in the classrooms</li> </ul>
Conduct regular professional development sessions focused on the GLEAM framework, emphasizing strategies for integrating students' cultural backgrounds, languages, and experiences into engaging instructional practices.	Administration	Early Release Days & Faculty Meetings	<ul style="list-style-type: none"> <li>- Schedule for these meetings</li> <li>- GLEAM curriculum/frameworks</li> <li>- Classroom observation form/expectations</li> </ul>
Organize and host monthly community engagement activities and events that involve students, families, and staff.	School Staff, PTO, Local Organizations	Monthly	<ul style="list-style-type: none"> <li>- School facilities</li> <li>- Community Centers/organizations</li> <li>- Partnerships with local businesses, community representatives, and organizations</li> </ul>



**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
10/24	Staff Reflective Surveys as part of professional learning & established Student Engagement "look-fors"	
Ongoing	Evidence of efforts to engage families around their language and culture in the classroom and at school events including every call and paper announcement translated	
11/24	SEL Team Meeting Minutes	
10/24	Professional Learning Agendas and Materials	
Quarterly	Reduction in major offenses - office discipline referrals	
Quarterly	Student surveys & peer monitoring forms	
Monthly	Faculty Meeting agendas/exit tickets	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Ferryway School Attendance rate will be above 95% and the Chronic Absence rate will decrease to below 15%.

**School's Priority:** During the 2023-2024 School Year the Ferryway School had a 93.9% Attendance Rate and a 20% Chronic Absent Rate (as of 5/15/2024). The goal for 2024-2025 is to increase the overall Attendance Rate to above 94% and the Chronic Absence rate below 20%.

**Desired Outcome:** Increase attendance overall to above 95% and reduce Chronic Absenteeism to below 15%.

**Root Cause(s) to Address Hypothesis of Priority:** Chronic absenteeism and poor school attendance has been exacerbated by shifting family priorities since COVID-19, where economic hardships and health concerns have taken precedence over regular school attendance. Furthermore, the disruption of routine and the need for greater engagement and connection with the school environment have left many students disengaged and less motivated to attend consistently.

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Create a culture in which all teachers and staff purposefully develop relationships with students.	Admin and teachers	Ongoing	<ul style="list-style-type: none"> <li>- Journals on Aspen</li> <li>- 2-way Communication on Class Dojo</li> <li>- Explore potential schoolwide SEL initiative (ex. PBIS)</li> </ul>
Monitor attendance and follow up on students with weak attendance.	Admin and Teachers	Ongoing	<ul style="list-style-type: none"> <li>-ASPEN</li> <li>-Attendance letters</li> <li>-Info flyers on chronic absenteeism</li> </ul>
Develop a school-wide 'launch' plan of implementing Class Dojo as a main mode of communication with families in K-4 and REMIND in 5-8.	Admin	Aug./Sept.	<ul style="list-style-type: none"> <li>- ClassDojo platform</li> <li>- Training on ClassDojo</li> <li>- REMIND platform</li> <li>- Training on REMIND</li> <li>- PPT and resources on ClassDojo &amp; REMIND to share with staff</li> </ul>

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
School Newsletter highlighting happenings monthly	Principal	Monthly	-Smore
Social Media: Highlight the happenings around the school and sharing of information.	Admin	Ongoing	-School Twitter, Facebook, and Instagram accounts
Raise awareness of school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absenteeism and truancy.	School and district admin	Ongoing	-Title I events -Back-to-School events and Open House -Info flyers on chronic absenteeism
Inform parents of district attendance policy and impacts of chronic absenteeism on school and district supports.	Admin	Ongoing	-Info flyers on chronic absenteeism -Attendance meetings

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.	Admin	Quarterly	-Attendance posters -Incentives (i.e. pizza, stickers, etc.) -Data from past school years
Staff will develop opportunities and strategies to connect with the most 'at-risk' students	All staff	Ongoing	-Attendance data -List of 'at-risk' students by grade-level -Homeless/MKV list

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
Daily	ASPEN attendance data	
Weekly	Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents	
Daily	Daily class attendance	
Monthly	Class & grade-level recognitions	
Ongoing	Attendance letters sent out	
Quarterly	Student attendance 'success plans'	

# Academic Interventions

- I-Ready
- IXL
- UFLI
- Instructional Rounds
- Honors Pathway for upper grades
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- EL student success plans for struggling ELL students
- PD on designing lessons that:
  - Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - Acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- Parent workshops focusing on supporting learning at home
- Peer observations



# Attendance Interventions

- Welcome Back Week
- On Time Raffles
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group
  - Saturday School for students with Chronic Attendance concerns
- Consistent reminders via communication apps for Chronic Attendance concerns
  - Specific schedule for when to make these calls based on established criteria
- R.I.S.E. Certificate Ceremonies



# School Improvement Plan

## Participants in creating the School Improvement Plan:

Name	School Team Membership /Stakeholders	Race/Ethnicity
Matthew C. Stahl	ILT/Principal	White
Erin Bennett	ILT/Assistant Principal	White
Erin O'Brien	ILT/Assistant Principal	White
Erika Israelson	ILT/Assistant Principal	White
Annie Mesidor	ILT/Kindergarten	African American
Sarra Bensabeur	ILT/First Grade	White/North African
Rayann Lavoie	ILT/Second Grade	White
Danielle Senopoulos	ILT/Third Grade	White
Violet Walsh	ILT/Fourth Grade	White
Doreen Donnarumma	ILT/Fifth Grade	White
Amanda Green	ILT/Fifth Grade	White
Ryan Maguire	ILT/Seventh Grade	White
Timothy Stratford	ILT/Eighth Grade	White
Steve Ayer	ILT/Math Coach	White

# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.



\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
5/15/2024

**Date**

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
**School Superintendent Signature**

\_\_\_\_\_  
**Date**

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
**SSC Chair/Co-chair Signature**

\_\_\_\_\_  
**Date**