2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Seymour Dual Language Academy	James Nieves	Pre K 5th	CSI

✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.

✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**

✓ **District has approved this plan and will partner with the school to ensure its execution.**

✓ **Civic Empowerment Project identified: Schoolwide Voting**

	SCEP DEVELOPMENT TEAM	
	Name	*Title / Role*
1	James Nieves	Principal
2	Danielle Guiffre	Vice Principal
3	Iliana Rosa	Vice Principal
4	Sandra McKenney	Instructional Coach
5	Gloria Kimmich	Kindergarten Teacher
6	Michelle Brooks	Special Ed Teacher / Special Ed Liaison
7	Lina Barrientos	Social Worker Assistant
8	Pedro Abreu	Social Worker
9	Evelyn Gonzalez	ANL/ENL Teacher / ENL Content Liaison
10	Sarah Phillips	Third Grade / Science Content Liaison
11	Susan Valenti	Community Partner / Book Buddies
12	Alexandra Piedmonte	Fifth Grade Teacher
13	Kristen Kolbasook	Teacher Assistant
14	Lillian Zayas	Dual Language Coach
15	Michaela Lincoln	AIS Math
16	Ashley Ordonez	SPEd Teacher / Humanities Content Liaison
17	Lorena Guerrero	School Counselor
18	Jayson Rivera	Physical Education Teacher
19	Fanny Villarreal	Community Partner / YWCA
20	Zuriel Hermandez	Family Engagement Aide
21	Leyanis De La Pena	Parent
22	Edgardo Clemente	Parent
23	Luz Parrilla	Parent
24	Donna Worden	AIS / ELA Content Liaison
25	Neysha Andino Matos	First Grade Teacher
26	Mayeley Ruiz	Fifth Grade Teacher / Math Content Liaison
27	Manuel Matias	Nationality Worker

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Seymour DLA].xlsx

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OVERVIEW PAGE

	Year-End Goals	
	Accountability Area	**Specific Year-End Goals** *Identify at least one goal for each accountability area.*
1	ELA	Goals will be developed after all 2024-25 data are available
2	Math	
3	Attendance	
4	ELP / Other	
5	Graduation Rate / Other / Optional	

	Commitments	
1	**Academic**	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.
2	**Academic**	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.
3	**Attendance**	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	**Student Supports**	This school is committed to aligning and maximizing resources to serve and impact each student's needs.

School Identified Key Strategies (Maximum of 6)

*Directions: Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Note, this means **a maximum of six strategies** across the four commitments. Confirm whether the strategy is "new"(N) – "expanded" (E) – "refined (R)."*

	Commitments			**Key Strategies** *(Refer to Strategy Companion Guide)*	**N-E-R**
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.		**1**	4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	E
			2	Dual Language	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.		**3**	3) PLC: Monitoring to Promote Effectiveness	R
			4	Explicit Instruction for Diverse Learners	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.		**5**	Intentional Welcoming School/Class Environment	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.		**6**	Implementing and Effective Student Intervention Team (SIT)	R

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk: Balancing the features of community, knowledge and rigorous thinking	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Gloria Kimmich

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

What we learned from our 2024-2025 accountable talk walkthroughs and observations is that teachers are beginning to incorporate some practices to support implementation and monitoring of accountable talk. We noticed inconsistencies in the student data around the teacher for professional development artifacts. Some of the root causes include 1) the level of fully understanding or implementing some of the accountable talk moves by teachers; 2) teachers are not creating different entry point questions for all the levels of English emergent students; 3) teachers are not planning for questions and possible student responses prior to teaching their lessons.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

In 2024-2025, our implementation of Accountable Talk included setting the stage and establishing systems of accountable talk. This year, we will expand Accountable Talk by providing staff training on stage 2 implementation by setting goals with student work and balancing the features of community, knowledge and rigorous thinking.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify for K-2 and 3-5 accountable talk strategy based upon implementation of Rubric data.	August 31, 2025	Danielle Guiffre	District Accountable Talk Resources	
Training and support for all instructional staff, on microsessions 1 and 2 including admin, coaches, and anyone who supports instruction.	September 1-October 31, 2025	Sandra McKenney	District Accountable Talk PD Sessions Content Liaisons Instructional Coach Translated materials	
Create the walkthrough tool for accountable talk	Aug. 22, 2025	Danielle Guiffre	District Accountable Talk Resources	
Collect walkthrough/implementation data on specific targeted specified targeted accountable talk strategy.	Sept. 30 & Oct. 30, 2025	Danielle Guiffre	Walkthrough Data Collection Sheet	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually**
8/22	Create walkthrough form	Created and communicated to teachers.	
10/31	Walkthrough data	Walkthrough data collected across multiple classroom visits reflects a positive trend of teachers use (60%) of specified targeted accountable talk strategy(ies) to increase instances of students supporting their thinking with evidence/reasoning appropriate for the discipline	
10/31	PLC lesson plan	At least one accountable talk strategy a week identified in their unit plans for both math and language arts.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk: Balancing the features of community, knowledge and rigorous thinking	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Gloria Kimmich

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

What we learned from our 2024-2025 accountable talk walkthroughs and observations is that teachers are beginning to incorporate some practices to support implementation and monitoring of accountable talk. We noticed inconsistencies in the student data around the teacher for professional development artifacts. Some of the root causes include 1) the level of fully understanding or implementing some of the accountable talk moves by teachers; 2) teachers are not creating different entry point questions for all the levels of English emergent students; 3) teachers are not planning for questions and possible student responses prior to teaching their lessons.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

In 2024-2025, our implementation of Accountable Talk included setting the stage and establishing systems of accountable talk. This year, we will expand Accountable Talk by providing staff training on stage 2 implementation by setting goals with student work and balancing the features of community, knowledge and rigorous thinking.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Engage in math professional development and learning community experiences that focus on the monthly micro-session	November 13, 2025	Sandra Mckenney	Accountable Talk Resources SIG Grant	
Implement the district professional development on accountable talk (micro-session 3)	November 18, 2025	Sandra McKenney	District PD Content Liaison	
Collect walkthrough data that identifies teachers that have exemplar accountable talk practices and create culture where other staff members can observe that teacher in practice.	December 1, 2025	Iliana Rosa	Walkthrough Tool Walkthrough Feedback form Teacher Reflection Form	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/19	Walkthrough Data	Walkthrough data collected across multiple classroom visits reflects a positive trend of teachers use (75%) of specified targeted accountable talk strategies to increase instances of students supporting their thinking with evidence/reasoning appropriate for the discipline	
12/19	Instructional rounds reflection sheet	100% of teachers identified will have completed their instructional round and reflection sheet.	
12/19	Unit Assessment	Unit Assessments collected by teams around unit/topic essential standards reflects an increase of 60% mastery of specified concepts or skills.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1:	SY2526 PD Plan	School Lead:
Accountable Talk: Balancing the features of community, knowledge and rigorous thinking	[Seymour DLA].xlsx	Gloria Kimmich

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

What we learned from our 2024-2025 accountable talk walkthroughs and observations is that teachers are beginning to incorporate some practices to support implementation and monitoring of accountable talk. We noticed inconsistencies in the student data around the teacher for professional development artifacts. Some of the root causes include 1) the level of fully understanding or implementing some of the accountable talk moves by teachers; 2) teachers are not creating different entry point questions for all the levels of English emergent students; 3) teachers are not planning for questions and possible student responses prior to teaching their lessons.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

In 2024-2025, our implementation of Accountable Talk included setting the stage and establishing systems of accountable talk. This year, we will expand Accountable Talk by providing staff training on stage 2 implementation by setting goals with student work and balancing the features of community, knowledge and rigorous thinking.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement the district professional development on accountable talk microsessions (4-6)	January 20, 2026 February 24, 2026 March 24, 2026	Sandra McKenney	District PD Content Liaison	
Continue to collect walkthrough data that identifies teachers that have exemplary accountable talk practices and create culture where other staff members can see that teacher in practice.	March 30, 2026	Iliana Rosa	Walkthrough Tool Walkthrough Feedback form Teacher Reflection Form	
Identify where adjustments need to be made to balance community, knowledge, and rigorous thinking using the implementation rubric	February 28, 2026	Iliana Rosa	ILT AT Implementation Rubric	
Engage in math professional development and learning community experiences that focus on the monthly micro-session	March 17, 2026	Sandra Mckenney	Accountable Talk Resources SIG Grant	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/30/26	Walkthrough data	Walkthrough data collected across multiple classroom visits reflects a positive trend of teachers use (85%) of specified targeted accountable talk strategies to increase instances of students supporting their thinking with evidence/reasoning appropriate for the discipline	
3/30/26	Instructional rounds reflection sheet	100% of teachers identified will have completed their instructional round and reflection sheet.	
3/30/26	Unit Assessment	Unit Assessments collected by teams around unit/topic essential standards	

		reflects an increase of 65% mastery of specified concepts or skills.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 1: Accountable Talk: Balancing the features of community, knowledge and rigorous thinking	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Gloria Kimmich

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
What we learned from our 2024-2025 accountable talk walkthroughs and observations is that teachers are beginning to incorporate some practices to support implementation and monitoring of accountable talk. We noticed inconsistencies in the student data around the teacher for professional development artifacts. Some of the root causes include 1) the level of fully understanding or implementing some of the accountable talk moves by teachers; 2) teachers are not creating different entry point questions for all the levels of English emergent students; 3) teachers are not planning for questions and possible student responses prior to teaching their lessons.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2024-2025, our implementation of Accountable Talk included setting the stage and establishing systems of accountable talk. This year, we will expand Accountable Talk by providing staff training on stage 2 implementation by setting goals with student work and balancing the features of community, knowledge and rigorous thinking.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Engage in math professional development and learning community experiences that focus on the monthly micro-session	November 13, 2026	Sandra Mckenney	Accountable Talk Resources SIG Grant	
Continue conducting walkthroughs and providing teachers with feedback based on the AT rubric	May 29, 2026	Sandra McKenney	Walkthrough Tool Walkthrough Feedback form AT Implementation Rubric	
Analyze the school's accountable talk level based upon the end of year AT data using the Implementation Rubric. Create 26-27 school year action steps.	May 29, 2026	Iliana Rosa	SCEP Team AT Implementation Rubric	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 15, 2026	Walkthrough	Walkthrough data collected across multiple classroom visits reflects a positive trend of teachers use (95%) of specified targeted accountable talk strategies to increase instances of	

		students supporting their thinking with evidence/reasoning appropriate for the discipline.	
June 20, 2026	26-27 SCEP	Strategies, action steps and progress monitoring	
June 20, 2026	Unit Assessment	Unit Assessments collected by teams around unit/topic essential standards reflects an increase of 70% mastery of specified concepts or skills.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Dual Language	SY2526 PD Plan [Seymour DLA].xlsx	**School Lead:** James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* As we reviewed our needs assessment data, specifically our IRLA/ENIL Spanish and English Literacy, we saw that more than 80% of our students were on an intensive reading level. Additionally, when looking at the IRLA and ENIL reports, the data was not collected with fidelity, and/or the program was not implemented with fidelity. Some of the possible root causes include 1) teachers do not understand completely the implementation of the program in terms on leveling, conferencing, teaching mini lessons and inputting evidence to set new goals; 2) not understanding leveraging two languages and not understanding the students holistically; 3) struggling with scheduling and seeing students routinely.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. While we attempted to support teachers with the implementation of IRLA/ENIL literacy program, 80% of students in the red shows we need to adjust our approach. We need structures to be put in place to refine and strength our system and process to measure in-house the student language acquisition progress in both English and Spanish. This will include implementing our progress monitoring tool IRLA and ENIL with fidelity, as well as identifying a norming tool that measures other aspects of dual language.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create and communicate to instructional staff the IRLA and ENIL schedule and expectations around minilessons, conferencing (instead use progress monitoring expectation after every other mini-lesson, and evidence.	August 25, 2025	Sandra McKenney	ARC Resources	🟥
Identify a norming tool that measures dual language and how that tool will be implemented at Seymour.	August 30, 2025	James Nieves	ENL Director Dual Language Coach Administrators	🟥
Create the profile of the dual language students by the end of their preceptive grade level.	September 9, 2025	Iliana Rosa	SIG Funds Extension of Service Hours	🟥
Train a team of ENL/SNL teachers and academic support staff on leveling students in IRLA and ENIL and schedule pre dates for kinder screener	September 10, 2025	Iliana Rosa	Kindergarten Teachers ENL/SNL Teachers SIG Fund Extension of Service	🟥
Create an IRLA/ENIL Taskforce to monitor Schoolpace implementation. (level checks, data input accuracy, High Leverage Power goal, etc.)	September 15	Ilianatacha Rosa	SIG Funds Coaches 3IRLA, 3ENIL Leds	🟥
Administer baseline assessments in both IRLA and ENIL data for all students	October 1, 2025	Sandra McKenney	Classroom Teachers ENL/SNL Teachers ARC Resources	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Sept 15, 2025	Schedule and expectations for IRLA/ENIL	Created and communicated to staff	
Sept 30, 2025	Norming Tool have been identified. (IRLA/ ENIL, APPLE, PRE-LAS)	Implementation plan for each tool has been identified and analysis protocol developed	
October 30, 2025	Dual Language student profile	100% of students have been identified in their specific profiles and next steps have been identified to address their	

		gaps towards meeting grade level expectations	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Dual Language	SY2526 PD Plan [Seymour DLA].xlsx	**School Lead:** James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* As we reviewed our needs assessment data, specifically our IRLA/ENIL Spanish and English Literacy, we saw that more than 80% of our students were on an intensive reading level. Additionally, when looking at the IRLA and ENIL reports, the data was not collected with fidelity, and/or the program was not implemented with fidelity.   Some of the possible root causes include 1) teachers do not understand completely the implementation of the program in terms on leveling, conferencing, teaching mini lessons and inputting evidence to set new goals; 2) not understanding leveraging two languages and not understanding the students holistically; 3) struggling with scheduling and seeing students routinely.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.   While we attempted to support teachers with the implementation of IRLA/ENIL literacy program, 80% of students in the red shows we need to adjust our approach. We need structures to be put in place to refine and strength our system and process to measure in-house the student language acquisition progress in both English and Spanish. This will include implementing our progress monitoring tool IRLA and ENIL with fidelity, as well as identifying a norming tool that measures other aspects of dual language.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue training instructional staff on the structure of IRLA and ENIL minilessons and conferencing	November 5	Sandra McKenney	Dual Language Coach Instructional Coach PLC Time ARC materials	🟥
Assess students using the identified norming tools	November 2, December 1, 2025	Danielle Guiffre	Norming Tool ARC materials	🟥
Conduct Walkthroughs and provide feedback to instructional staff around implementation of IRLA/ENIL structures	November 15, 2025 December 19, 2025	Iliana Rosa	Walkthrough Schedule Walkthrough Feedback Form	🟥
Continue progress monitor led by taskforce on Schoolpace implementation. (level checks, data input accuracy, High Leverage Power goal, etc.)	November 25. December 19, 2025	Iliana Rosa	SIG Funds Coaches 3IRLA, 3ENIL Leds	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Dec. 19, 2025	IRLA/ENIL student evidence	70% of teachers are updating student evidence in ARC platform every two weeks.	
Dec. 19, 2025	Student Profile	60% of students have made a minimum of two months growth based on the student profile.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Key Strategy 2: Dual Language	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* As we reviewed our needs assessment data, specifically our IRLA/ENIL Spanish and English Literacy, we saw that more than 80% of our students were on an intensive reading level. Additionally, when looking at the IRLA and ENIL reports, the data was not collected with fidelity, and/or the program was not implemented with fidelity.

Some of the possible root causes include 1) teachers do not understand completely the implementation of the program in terms on leveling, conferencing, teaching mini lessons and inputting evidence to set new goals; 2) not understanding leveraging two languages and not understanding the students holistically; 3) struggling with scheduling and seeing students routinely.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to support teachers with the implementation of IRLA/ENIL literacy program, 80% of students in the red shows we need to adjust our approach. We need structures to be put in place to refine and strength our system and process to measure in-house the student language acquisition progress in both English and Spanish. This will include implementing our progress monitoring tool IRLA and ENIL with fidelity, as well as identifying a norming tool that measures other aspects of dual language.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue training and supporting instructional staff on the structure of IRLA and ENIL minilessons and conferencing based on their level of implementation (individualized and targeted)	January – March, 2026	Sandra McKenney	Dual Language Coach Instructional Coach PLC Time ARC materials	
Continue assessing students using the identified norming tools	March 31, 2026	Danielle Guiffre	Norming Tool ARC materials	
Continue conducting walkthroughs and provide feedback to instructional staff around implementation of IRLA/ENIL structures	March 31, 2026	Ilianatacha Rosa	Walkthrough Schedule Walkthrough Feedback Form	
Host artist to do an "Importance" of Reading Performance	February 24, 2026	Danielle Guiffre	Tom Varano	
Continue progress monitor led by taskforce on Schoolpace implementation. (level checks, data input accuracy, High Leverage Power goal, etc.)	January 30, February 28 March 31, 2026	Iliana Rosa	SIG Funds Coaches 3IRLA, 3ENIL Leds	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 30, 2026	IRLA/ENIL student evidence	85% of teachers are updating students in ARC platform every two weeks with quality evidence.	
March 30, 2026	Student Profile	75% of students have made a minimum of two months growth based on the student profile.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #1: This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

Key Strategy 2: Dual Language	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* As we reviewed our needs assessment data, specifically our IRLA/ENIL Spanish and English Literacy, we saw that more than 80% of our students were on an intensive reading level. Additionally, when looking at the IRLA and ENIL reports, the data was not collected with fidelity, and/or the program was not implemented with fidelity. Some of the possible root causes include 1) teachers do not understand completely the implementation of the program in terms on leveling, conferencing, teaching mini lessons and inputting evidence to set new goals; 2) not understanding leveraging two languages and not understanding the students holistically; 3) struggling with scheduling and seeing students routinely.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. While we attempted to support teachers with the implementation of IRLA/ENIL literacy program, 80% of students in the red shows we need to adjust our approach. We need structures to be put in place to refine and strength our system and process to measure in-house the student language acquisition progress in both English and Spanish. This will include implementing our progress monitoring tool IRLA and ENIL with fidelity, as well as identifying a norming tool that measures other aspects of dual language.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue training and supporting instructional staff on the structure of IRLA and ENIL minilessons and conferencing based on their level of implementation (individualized and targeted)	May 30, 2026	Gloria Kimmich	Dual Language Coach Instructional Coach PLC Time ARC materials	■
Continue assessing students using the identified norming tools	June 15, 2026	Danielle Guiffre	Norming Tool ARC materials	■
Complete a reflection based on the data analyzed on IRLA and ENIL and start drafting the next steps for next SY year.	June 15, 2026	James Nieves	Walkthrough Schedule Walkthrough Feedback Form	■
Continue progress monitor led by taskforce on Schoolpace implementation. (level checks, data input accuracy, High Leverage Power goal, etc.)	April 30, May 31 June15, 2026	Iliana Rosa	SIG Funds Coaches 3IRLA, 3ENIL Leds	■

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 20, 2026	IRLA/ENIL student evidence	95% of teachers are updating students in ARC platform every two weeks evidence.	
June 20, 2026	Student Profile	85% of students have made a minimum of two months growth based on the student profile.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: PLC Monitoring to Support Effectiveness	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
From our grade level standard math counting data we saw 80% of our 3rd- 5th grade meeting their grade level counting goals and over 50% of students in Kindergarten and 2nd grade meet all their grade level counting goals. While there were students successful in achieving their grade level counting goals, similar levels of mastery in other grade level standards were not achieved. Based on this information, we have identified some of the possible root causes: 1) inconsistencies in using formative assessment data to determine the next instructional steps; 2) inconsistencies in using a standard data protocol across grade level. 3) not planning for the essential focused standards.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
During the 24-25 school year, there was a focus on establishing grade level smart goals, promoting a collaborative culture and unwrapping standards. This year we are expanding our work on the monitoring of PLC's by conducting collaboration cycles that focus on common formative assessments, assessing student learning, adjusting practices, and monitoring student growth.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Define, reintroduce, and model protocols, structures, responsibilities for effective implementation of PLCs and the collaboration between PLT members	September 8 - 30	Sandra McKenney	Coaches, ILT (CL)	
Expanding the content liaison role to PLC leads to lead the content sessions during PLC meetings. (define roles and expectations)	October 10	James Nieves	Coaches, ILT (CL) SIG Funds (Team Leads)	
Unwrap priority standards and assessment criteria to create intentional learning focus through PD and Team Collaboration. - K-5 will unwrap math standards 3-5 will unwrap ELA/SLA writing	October 31	Sandra McKenney	Coaches, ILT (CL)	
Attend Solution Tree training to build capacity of PLC leads to turnkey and support their grade level teams	October 27	James Nieves	Grade Level Leads Instructional Coach Admin (x1) SIG Fund	
Administer baseline assessments to students to gain a picture of students' academic needs	October 30	Danielle Guiffre	NWEA Counting/Math District Assessments	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	Instructional Coach"	PLC Time, DIBELS probes	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Sept 30	PLTs essential structures	100% of grade level PLTs have established and posted norms, use a shared agenda, meeting minutes and clearly defined roles.	
By Oct 31	Admin participation in PLTs and Classroom Walkthroughs	70% of the teachers are implementing the instructional practices agreed upon during PLTs	
Oct. 31, 2025	Content Liaison Agendas	100% of their content liaisons are creating their pds and bringing it back	

| Oct. 31, 2025 | NWEA Baseline Data | 100% of students took NWEA and targeted instructional goals were identified | |
| Oct. 15, 2025 | Phonemes Segmentation Fluency (PSF) | 80% of kindergartners identified with English as their first language will achieve benchmark goals | |

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* From our grade level standard math counting data we saw 80% of our 3rd- 5th grade meeting their grade level counting goals and over 50% of students in Kindergarten and 2nd grade meet all their grade level counting goals. While there were students successful in achieving their grade level counting goals, similar levels of mastery in other grade level standards were not achieved. Based on this information, we have identified some of the possible root causes: 1) inconsistencies in using formative assessment data to determine the next instructional steps; 2) inconsistencies in using a standard data protocol across grade level. 3) not planning for the essential focused standards.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. During the 24-25 school year, there was a focus on establishing grade level smart goals, promoting a collaborative culture and unwrapping standards. This year we are expanding our work on the monitoring of PLC's by conducting collaboration cycles that focus on common formative assessments, assessing student learning, adjusting practices, and monitoring student growth.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Continue using the unwrapping standard protocols and begin to analyze formative common assessments (using a common rubric and the 4 critical questions).	December 31, 2025	Sandra McKenney	Unit plan protocols (Solution Tree)	
Utilize formative common assessment data to: • Form small groups/WINN • Re teaching • SIT process	November 26, 2025	Danielle Guiffre	Tier 2 guidance sheet IRLA/ENIL	
Conduct walkthroughs of classrooms to evaluate whether work in PLC aligns with the classroom instructional strategies/practices. Feedback will be given to the entire grade	November 15 December 19, 2025	Iliana Rosa	Walkthrough Tool Walkthrough Feedback Form	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 1, 2025	WINN Groups formed	100% of students are receiving an intervention based on identified needs.	
Dec 15, 2025	Data Tracker for interventions	100% of students have a data tracking sheet that is monitored at least every two weeks.	
Dec 15, 2025	Walkthrough Data	60% of classroom observations align with the teachers' work during PLCs.	
Dec 20, 2025	Phonemes Segmentation Fluency(PSF)	80% of kindergartners identified with English as their first language will achieve benchmark goals	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: PLC Monitoring to Support Effectiveness	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* From our grade level math counting data we saw 80% of our 3rd- 5th grade meeting their grade level counting goals and over 50% of students in Kindergarten and 2nd grade meet all their grade level counting goals. While there were students successful in achieving their grade level counting goals, similar levels of mastery in other grade level standards were not achieved. Based on this information, we have identified some of the possible root causes: 1) inconsistencies in using formative assessment data to determine the next instructional steps; 2) inconsistencies in using a standard data protocol across grade level. 3) not planning for the essential focused standards.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. During the 24-25 school year, there was a focus on establishing grade level smart goals, promoting a collaborative culture and unwrapping standards. This year we are expanding our work on the monitoring of PLC's by conducting collaboration cycles that focus on common formative assessments, assessing student learning, adjusting practices, and monitoring student growth.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue the 15-day challenge structure (using a common protocol form and the 4 critical questions).	March 31, 2026	Sandra McKenney	15 Day Challenge Protocol Sheet Dufour 4 Questions PLC time PLC teacher lead	
Utilize common formative assessment data to make instructional decisions for students both for Tier 1 and Tier 2	March 31, 2026	Iliana Rosa	Grade level Formative Assessments 15 Day Challenge Protocol Sheet DuFour 4 questions	
Conduct walkthroughs of classrooms to evaluate whether work in PLC aligns with the classroom. Feedback will be given to the entire grade.	January 21, February 11 March 11, 2026	Iliana Rosa	Walkthrough Rubric Walkthrough Feedback Form	
Administer NWEA assessment and adjust and monitor students' interventions based on the data	January 15, 2026	Sandra McKenney	NWEA MAP Growth	

PROGRESS MONITORING (JANUARY – MARCH) Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
03/30/2026	Formative Assessment Data and Plans	100% of students have a data tracking sheet that is monitored at least every two weeks.	
03/30/2026	Walkthrough Data	70% of classroom observations align with the teachers' work during PLCs.	
03/30/2026	NWEA Data	50% of students met their projected growth in both ELA and Math.	
3/30/20206	Phonemes Segmentation Fluency(PSF)	80% of kindergartners identified with English as their first language will achieve benchmark goals	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: PLC Monitoring to Support Effectiveness	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* From our grade level standard math counting data we saw 80% of our 3rd- 5th grade meeting their grade level counting goals and over 50% of students in Kindergarten and 2nd grade meet all their grade level counting goals. While there were students successful in achieving their grade level counting goals, similar levels of mastery in other grade level standards were not achieved. Based on this information, we have identified some of the possible root causes: 1) inconsistencies in using formative assessment data to determine the next instructional steps; 2) inconsistencies in using a standard data protocol across grade level. 3) not planning for the essential focused standards.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. During the 24-25 school year, there was a focus on establishing grade level smart goals, promoting a collaborative culture and unwrapping standards. This year we are expanding our work on the monitoring of PLC's by conducting collaboration cycles that focus on common formative assessments, assessing student learning, adjusting practices, and monitoring student growth.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)				Timeline
Continue the 15-day challenge structure (using a common protocol form and the 4 critical questions).	June 15, 2026	Gloria Kimmich	15 Day Challenge Protocol Sheet Dufour 4 Questions PLC time PLC teacher lead	
Continue using common formative assessment data to make instructional decisions for students both for Tier 1 and Tier 2	June 15, 2026	Iliana Rosa	Grade level Formative Assessments 15 Day Challenge Protocol Sheet DuFour 4 questions	
Conduct walkthroughs of classrooms to evaluate whether work in PLC aligns with the classroom. Feedback will be given to the entire grade.	April 15, 2026 May 13, 2026 June 3, 2026	Iliana Rosa	Walkthrough Rubric Walkthrough Feedback Form	
Administer NWEA assessment and use data to plan for next year's SCEP	June 20th, 2026	Sandra McKenney	NWEA MAP Growth	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/20/2026	Phonemes Segmentation Fluency(PSF)	80% of kindergartners identified with English as their first language will achieve benchmark goals	
6/15/2026	Walkthrough Data	80% of classroom observations align with the teachers' work during PLCs.	
6/25/2025	NWEA Data	60% of students met their projected growth in both ELA and Math.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Explicit Instruction for Diverse Learners	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: **James Nieves**

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
After analyzing our NWEA data we saw over 50% of our students significantly underperforming in both math and ELA, with an even greater percentage of our ELLs and students with disabilities underperforming. Some possible root causes include: 1.) Students are not provided enough structural supports that provides them with clear guidance about a task 2.) students are not provided appropriate scaffolding that gives them adequate access to the lesson 3.) leveraging strategies and opportunities are not being planned for and provided to students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand this strategy by (WHAT) providing our instructional staff with explicit instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). We will also expand the strategy (HOW) by providing staff with a monthly professional development around a focused instructional strategy which will then be observed during administrative walkthroughs and by monitoring student growth.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify monthly explicit instructional strategies for K-2 and 3-5 and clearly communicate it to all instructional staff through professional learning opportunities.	September 30, 2025	James Nieves	Instructional coach Dual Language Coach ENL Coach ENL Content Liaison	
Reintroduce the Language Acquisition Chart to all staff to use when creating lesson plans based on students' ELP and SLP levels.	October 31, 2025	James Nieves	ENL Coach ENL Content Liaison	
Collect walkthrough/implementation data on specified explicit instructional strategies.	October 31, 2025	James Nieves	Content Liaisons Instructional coaches Admin Team	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
September 15, 2025	Explicit instructional strategies were selected and communicated to the staff.	100% of the staff received information and expectations of the explicit instructional strategies selected.	
October 30, 2025	Evidence of teachers implementing identified explicit instructional strategies	60 % of instructional staff are implementing identified explicit instructional strategies	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Explicit Instruction for Diverse Learners	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
After analyzing our NWEA data we saw over 50% of our students significantly underperforming in both math and ELA, with an even greater percentage of our ELLs and students with disabilities underperforming. Some possible root causes include: 1.) Students are not provided enough structural supports that provides them with clear guidance about a task 2.) students are not provided appropriate scaffolding that gives them adequate access to the lesson 3.) leveraging strategies and opportunities are not being planned for and provided to students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand this strategy by (WHAT) providing our instructional staff with explicit instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). We will also expand the strategy (HOW) by providing staff with a monthly professional development around a focused instructional strategy which will then be observed during administrative walkthroughs and by monitoring student growth.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Communicate the new month explicit instructional strategies (November- December) for K-2 and 3-5 and clearly communicate it to all instructional staff through professional learning opportunities.	November 1, 2025	Gloria Kimmich	Content Liaisons SLT	
Continue collecting and analyzing walkthrough/implementation data on specified explicit instructional strategies and provide feedback to grade level teams. (During PLC meetings)	November 2025 - December 2025	James Nieves	ILT Coaches Admin Team	
Provide all instructional staff training from the ENL department around visuals and scaffolding based on ELL levels	November 18th, 2025	Sandra McKenney	ENL Department ENL Assistant Director	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators		What we actually saw:
11/05/2025	New explicit instructional strategies were selected and communicated to the staff	100% of instructional staff received information and expectations of the new explicit instructional strategies selected.	
12/20/2025	Evidence of teachers implementing identified explicit instructional strategies	75% of instructional staff are implementing identified explicit instructional strategies	
12/20/2025	IRLA/ENIL data	60% of students have made a minimum of two months growth based on the student profile.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Explicit Instruction for Diverse Learners	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
After analyzing our NWEA data we saw over 50% of our students significantly underperforming in both math and ELA, with an even greater percentage of our ELLs and students with disabilities underperforming. Some possible root causes include: 1.) Students are not provided enough structural supports that provides them with clear guidance about a task 2.) students are not provided appropriate scaffolding that gives them adequate access to the lesson 3.) leveraging strategies and opportunities are not being planned for and provided to students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand this strategy by (WHAT) providing our instructional staff with explicit instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). We will also expand the strategy (HOW) by providing staff with a monthly professional development around a focused instructional strategy which will then be observed during administrative walkthroughs and by monitoring student growth.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify the new month explicit instructional strategies (January- March) for K-2 and 3-5 and clearly communicate it to all instructional staff through professional learning opportunities.	January 5, 2026	Gloria Kimmich	Content Liaisons SLT	
Continue collecting and analyzing walkthrough/implementation data on specified explicit instructional strategies and provide feedback to grade level teams. (During ILT meetings)	March 31, 2026	James Nieves	ILT Coaches Admin Team	
Attend NABE (National Association for Bilingual Education) conference around dual language strategies that will be turn-keyed to staff	February 9 – 13, 2026	James Nieves	SIG Funds	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
January 30, 2026	New explicit instructional strategies were selected and communicated to the staff	100% of instructional staff received professional development on focused instructional strategies.	
March 31, 2026	Evidence of teachers implementing identified explicit instructional strategies	85% of instructional staff are implementing identified explicit instructional strategies	
March 31, 2026	IRLA/ENIL	75% of students have made a minimum of two months growth based on the student profile.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 4: Explicit Instruction for Diverse Learners	SY2526 PD Plan [Seymour DLA].xlsx	**School Lead:** James Nieves

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
After analyzing our NWEA data we saw over 50% of our students significantly underperforming in both math and ELA, with an even greater percentage of our ELLs and students with disabilities underperforming. Some possible root causes include: 1.) Students are not provided enough structural supports that provides them with clear guidance about a task 2.) students are not provided appropriate scaffolding that gives them adequate access to the lesson 3.) leveraging strategies and opportunities are not being planned for and provided to students.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
We will expand this strategy by (WHAT) providing our instructional staff with explicit instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). We will also expand the strategy (HOW) by providing staff with a monthly professional development around a focused instructional strategy which will then be observed during administrative walkthroughs and by monitoring student growth.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue collecting data on the implementation of the explicit instructional strategies implemented thus far and complete a reflection.	May 29, 2026	James Nieves	Content Liaisons SLT	
Analyze and reflect on data collected and identify next steps for SY 2026-2027	June 5, 2026	James Nieves	Admin team Instructional coaches SLT ILT	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 20, 2025	IRLA/ENIL	85% of students have made a minimum of two months growth based on the student profile.	
June 20, 2026	SCEP 26-27	Create SCEP that identifies next steps in regards to explicit instruction	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Welcoming and Affirming Environment	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Ilianatacha Rosa

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
After analyzing our needs assessment data (the Panorama survey data from parents, students, and staff), it showed a lower percentage of students feeling connected to teachers and the school than in other areas of the culture and climate survey. Some possible root causes for a lower score in teacher/student relationships are 1.) a punitive approach/mindset versus a restorative/asset-based mindset 2.) classroom environment not being welcoming and consistent with dual language expectations across the school. 3.) students do not see themselves reflected in the classroom environment.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we implemented several efforts to create a welcoming school environment in 2024-2025, data shows that our approach needs to be adjusted. (What): We concluded there is a need to create a school space that celebrates and reflects our students and where all students have trusting relationships with adults. (HOW): Our goal for the 2025-2026 school year is to create and implement school-wide non-negotiables that will create a physical space that is welcoming and reflects the students that we serve.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review, revise, and communicate policies and procedures that foster a trusting relationship with students, staff, and families.	September 15, 2025	James Nieves	Admin Team DEB LEAD	
Create a school environment non-negotiable list that prioritizes inclusivity and contains the important components of dual language.	August 9, 2025	Ilianatacha Rosa	Admin Team Building and District Coach	
Create a set schedule where Counselors/Social Workers provide SEL Lessons monthly to assigned classrooms.	August 29, 2025	Danielle Guiffre	District SEL PD Admin Team Building and District Coach Support Staff	
Revise student ambassadors' criteria and selection process.	October 1, 2025	Ilianatacha Rosa	Admin Team DEB LEAD	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/1/25	Specific panorama surveys questions increase: When you are at school, how much do you feel that you belong?	Panorama student survey responses increase to 75% favorably.	
9/15/25	Accessibility of audit data.	90% of classrooms have redesigned classroom spaces to be more inclusive, representing dual language learning and multilingual learning.	
10/17/25	The Student Ambassador selection process is streamlined.	Increase student participation to become an ambassador by 60%. Male and female student equity in number of applicants	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Key Strategy 5: Welcoming and Affirming Environment	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Ilianatacha Rosa

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

After analyzing our needs assessment data (the Panorama survey data from parents, students, and staff), it showed a lower percentage of students feeling connected to teachers and the school than in other areas of the culture and climate survey. Some possible root causes for a lower score in teacher/student relationships are 1.) a punitive approach/mindset versus a restorative/asset-based mindset 2.) classroom environment not being welcoming and consistent with dual language expectations across the school. 3.) students do not see themselves reflected in the classroom environment.

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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Train student ambassadors to greet and support newcomers when arriving to our building.	November 1, 2025	Gloria Kimmich	DEB Lead Instructional Coach	
Create protocol and procedures to establish a monthly teacher and student community builder.	November 1, 2025	Ilianatacha Rosa	DEB Lead Instructional Coach Admin Team	
Train all staff on how to implement restorative circles through equity- centered approaches. Train TAs on Special Education Trauma informed practices on Social/ Behavioral Practices	November 7, 2025	Gloria Kimmich	DEB Lead Instructional Coach Admin Team District Professional Development	
Train student ambassadors to conduct classroom walkthroughs on arrival welcoming environment by Seymour Staff.	November 14, 2025	James Nieves	DEB Lead Instructional Coach	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
12/20/25	Student/Treacher Relationship survey (Fall 2025 Panorama Survey)	60% of students feel comfortable communicating with their teacher.	
12/20/25	Participation rates in student leadership opportunities	30% of school community events are led by students.	
12/1/25	Increase in staff providing a welcoming environment.	70% of staff implement the new morning welcoming environment protocol.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Welcoming and Affirming Environment	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Ilianatacha Rosa

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

After analyzing our needs assessment data (the Panorama survey data from parents, students, and staff), it showed a lower percentage of students feeling connected to teachers and the school than in other areas of the culture and climate survey. Some possible root causes for a lower score in teacher/student relationships are 1.) a punitive approach/mindset versus a restorative/asset-based mindset 2.) classroom environment not being welcoming and consistent with dual language expectations across the school. 3.) students do not see themselves reflected in the classroom environment.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

While we implemented several efforts to create a welcoming school environment in 2024-2025, data shows that our approach needs to be adjusted. (What): We concluded there is a need to create a school space that celebrates and reflects our students and where all students have trusting relationships with adults. (HOW): Our goal for the 2025-2026 school year is to create and implement school-wide non-negotiables that will create a physical space that is welcoming and reflects the students that we serve.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Conduct monthly walkthroughs providing feedback during teacher/student community building activities and school environment non-negotiable list.	January 9, 2026	Sandra Mckenney	Admin Team Instructional Leadership Team Counselors/ Social Worker	
Train all staff on how to implement restorative circles through equity- centered approaches. Train TAs on Special Education Trauma informed practices on Social/ Behavioral Practices.	February 14, 2026	Gloria Kimmich	DEB Lead Social Workers SCSD Restorative Justice Resources	
Train student ambassadors to lead morning announcements with grade level peers.	March 2, 2026	James Nieves	DEB Lead Student Ambassador Teams	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/31/2026	Staff classroom behavior data reviewed to determine effectiveness of strategies gained from professional learning.	10% decrease in the number of behavioral referrals from Q2 to Q3.	
3/31/2026	Participation rates in student leadership opportunities	40% of school community events are led by students.	
3/31/2026	Increase in staff providing a welcoming environment.	80% of staff implement the new morning welcoming environment protocol.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Key Strategy 5: Welcoming and Affirming Environment	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Ilianatacha Rosa

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

After analyzing our needs assessment data (the Panorama survey data from parents, students, and staff), it showed a lower percentage of students feeling connected to teachers and the school than in other areas of the culture and climate survey. Some possible root causes for a lower score in teacher/student relationships are 1.) a punitive approach/mindset versus a restorative/asset-based mindset 2.) classroom environment not being welcoming and consistent with dual language expectations across the school. 3.) students do not see themselves reflected in the classroom environment.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

While we implemented several efforts to create a welcoming school environment in 2024-2025, data shows that our approach needs to be adjusted. (What): We concluded there is a need to create a school space that celebrates and reflects our students and where all students have trusting relationships with adults. (HOW): Our goal for the 2025-2026 school year is to create and implement school-wide non-negotiables that will create a physical space that is welcoming and reflects the students that we serve.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Redefine live announcements, so students are leading with minimal adult support.	May 1, 2026	James Nieves	LMS	
Create opportunities for students to provide input on school policies through surveys for the following school year.	May 30, 2026	Ilianatacha Rosa	DEB Liaison	
Conduct monthly walkthroughs during teacher/student community building activities.	June 15, 2026	James Nieves	Admin Team Instructional Leadership Team Counselors/ Social Worker	
Continue to train all staff on how to implement restorative circles through equity- centered approaches. Train TAs on Special Education Trauma informed practices on Social/ Behavioral Practices	June 15, 2026	Danielle Guiffre	DEB Lead Instructional Coach Admin Team District Professional Development	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 1, 2026	Actionable changes made in response to student feedback.	100% of student school policies have been presented to SLT for consideration for the next school year.	
May 15, 2026	Specific panorama surveys increase the question when you are at school, how much do you feel that you belong?	Panorama student survey responses increase to 90% favorably.	
June 15, 2026	Participation rates in student leadership opportunities	60% of school community events are led by students.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs.

Key Strategy 6: SIT	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Danielle Guiffre

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Through 2024-2025 attendance data, we concluded that our Tier 2 and Tier 3 intervention systems for attendance supported students in getting to school because we saw a major increase in our attendance index from prior years. After analyzing our academic Tier 2 and Tier 3 academic intervention data (DIBELS, IFL Math data), we saw students in Tier 3 either showing growth or receiving special education services. While we saw progress with our Tier 3 system, the data also revealed a need for continual refinement in how Tier 2 data is collected and monitored. Additionally, our IRLA/ENIL reading data showed a need to support teachers in defining Tier 2 goals and collecting and maintaining intervention data. We identified three possible root causes, 1) confusion on how to create targeted Tier 2 goals, 2) How to effectively progress monitor interventions, 3) confusion on when to recommend a student to SIT.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
While we attempted to support our students with our SIT process in 2024-2025, our ERLA/ENIL reading data confirms our approach needs refined. We will refine this strategy by (WHAT): streamlining the system of data collection and progress monitoring for both Tier 2 and Tier 3 academic interventions. (HOW): Provide professional training to all instructional staff on Tier 2 and Tier 3 interventions, as well as clearly communicate the process for each intervention program being used by providing resources, examples, and modeling.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Redefine and clearly communicate the system and protocols for Tier 2/Tier 3 MTSS interventions and data collection.	August 30, 2025 September 23, 2025	Danielle Guiffre	Special Education Liaison PD Time	
Create a month in advance a SIT schedule that includes: • Weekly SIT meetings to identify and implement appropriate interventions for students. • Monthly meeting with interventionist to discuss progress of students in Tier 3 interventions • Monthly "Kid Talk" to discuss students of concern needing Tier 2 behavioral intervention and data for CSE meetings	August 30th, 2025 September 30th, 2025 October 30th, 2025	Danielle Guiffre	SIT Calendar Kid Talk Form	
Train staff on how to create targeted intervention goals and how to progress monitor those goals.	October 5, 2025	Michelle Brooks	PD Time	
Solution Tree Conferences- RTI	October 26, 2025	Danielle Guiffre	SIG Funds PLC Liaisons SIG Funds Instructional Coach	
Administer NWEA assessment to gather baseline student data and analyze it to guide Tier 1 and Tier 2 instruction	October 15, 2026	Sandra McKenney	NWEA MAP Growth Report	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Aug. 31, 2025	The SIT meeting structure and roles	Designing a structure that is clear to teachers and staff	

	have been established and communicated		
Sept 15 – Oct. 31, 2025	Minutes from data meeting and SIT team meetings.	Meetings that follow structure, data is analyzed, and specific intervention plans are created	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs.

Key Strategy 6: SIT	SY2526 PD Plan [Seymour DLA].xlsx	**School Lead:** Danielle Guiffre

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* Through 2024-2025 attendance data, we concluded that our Tier 2 and Tier 3 intervention systems for attendance supported students in getting to school because we saw a major increase in our attendance index from prior years. After analyzing our academic Tier 2 and Tier 3 academic intervention data (DIBELS, IFL Math data), we saw students in Tier 3 either showing growth or receiving special education services. While we saw progress with our Tier 3 system, the data also revealed a need for continual refinement in how Tier 2 data is collected and monitored. Additionally, our IRLA/ENIL reading data showed a need to support teachers in defining Tier 2 goals and collecting and maintaining intervention data. We identified three possible root causes, 1) confusion on how to create targeted Tier 2 goals, 2) How to effectively progress monitor interventions, 3) confusion on when to recommend a student to SIT.
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct monthly meetings during PLC for teachers to hold Kid Talk protocols	November 12 - December 10	Michelle Brooks	Kid Talk Protocol Tier 2 Intervention Menu Data Tracking Sheet	🟥
Hold weekly meetings with SIT team to identify interventions for new students and monitor and adjust other student interventions	November 4, 11, 18, 25 December 2, 9, 16	Danielle Guiffre	School Psychologist Interventionists Social Workers Counselors Administrators	🟥
Analyze Tier 2 data and adjust instruction to address student need.	November 12, 2025	Danielle Guiffre	District PD SPED Department	🟥
Train teachers around Tier 2 Instruction	December 3, 2025	Michelle Brooks	SCSD Tier 2 intervention Materials PLC Time	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER) ***Outcome Data***			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Dec. 30	SIT Notes	Actual Agenda and notes showing data analysis and next steps	
Dec. 17	Students Tier 2 plans	60% of students have met their targeted Tier 2 intervention goals	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs.

Key Strategy 6: SIT	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Danielle Guiffre

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct monthly meetings during PLC for teachers to hold Kid Talk protocols	January 14 February 11 March 11	Iliana Rosa	Kid Talk Protocol Tier 2 Intervention Menu Data Tracking Sheet	
Continue to conduct weekly meetings with SIT team to identify interventions for new students and monitor and adjust other student interventions	January 6, 13, 20, 27 February 3, 10, 24 March 3, 10, 17, 24, 31	Michelle Brooks	School Psychologist Interventionists Social Workers Counselors Administrators	
Continue book club for instructional staff focusing on best practices for educators to provide differentiated Tier 2 instruction and have them turn-key ideas to staff	January 15 February 12 March 12, 2026	Michelle Brooks	Tier 2 Book SIG Fund- extension of service Professional Learning time	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 30, 2026	Each grade has gone through the Kid Talk protocol for a new student in and created a detailed Tier 2 plans January, February, and March	85% of teachers collaborating, brainstorming, and implementing effective intervention plans for students.	
March 30, 2026	SIT Notes	90% of students going through the SIT process are receiving appropriate interventions and are progress monitored every two weeks	
March 30, 2026	Students Tier 2 plans	65% of students have met their targeted Tier 2 intervention goals	

Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs.

Key Strategy 6: SIT	SY2526 PD Plan [Seymour DLA].xlsx	School Lead: Danielle Guiffre

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
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IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to conduct weekly meetings with SIT team to identify interventions for new students and monitor and adjust other student interventions	April 14, 21, 28, 2026 May 5, 12, 19 2026	Michelle Brooks	School Psychologist Interventionists Social Workers Counselors Administrators	
Analyze end of year intervention and assessment data to create targeted students' goal for September of 2026	June 15, 2026	Danielle Guiffre	NWEA Data IRLA/ENIL data DIbels Data IFL Data	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually**
June 20th, 2026	SIT Notes	95% of students going through the process are receiving appropriate SIT interventions and are progress monitored every two weeks	
June 20th, 2026	2026-2027 Intervention Groups	100% of students in Tier 2/Tier 3 interventions in 25-26 have goals created for September of 26-27	
June 20th, 2026	Students Tier 2 plans	70% of students have met their targeted Tier 2 intervention goals	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

END OF YEAR SURVEY

The following questions and responses will be used as feedback on the school's progress toward each commitment.

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	97% Favorable	98% Favorable	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	91% Favorable	95% Favorable	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	86% Favorable	90% Favorable	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	83% Favorable	85% Favorable	
5	It was evident that our school focused on numeracy and literacy.	89% Favorable	95% Favorable	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	85% Favorable	90% Favorable	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	93% Favorable	95% Favorable	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	87% Favorable	95% Favorable	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	81% Favorable	85% Favorable	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	77% Favorable	85% Favorable	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	63% Favorable	80% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	23% Favorable	50% Favorable	
3	How often do students get into physical fights at your school? (SC2)	56% Favorable	70% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	74% Favorable	85% Favorable	
5	How often do you worry about violence at your school? (SC4)	61% favorable	75% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	65% Favorable	80% Favorable	
7	How much support do the adults at your school give you? (SB2)	79% Favorable	85% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	59% Favorable	85% Favorable	
9	How excited would you be to have your teacher again? (TSR1)	72% Favorable	85% Favorable	

End Of Year Survey

10	How respectful is your teacher towards you? (TSR4)	77% Favorable	85% Favorable	

	Family Survey Questions (From Spring Climate Survey)	**2024-25 Results**	**2025-26 Desired Results**	**Actual Results**
1	To what extent do you think that children enjoy going to your child's school? (SC1)	84% Favorable	90% Favorable	
2	How motivating are the classroom lessons at your child's school? (SC2)	89% Favorable	95% Favorable	
3	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	94% Favorable	95% Favorable	
4	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	74% Favorable	85% Favorable	
5	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	84% Favorable	90% Favorable	
6	How much of a sense of belonging does your child have at his/her school? (School Fit 2)	63% Favorable	85% Favorable	
7	How well do you feel your child's school is preparing him/her for his/her next academic year? (School Fit 1)	74% Favorable	80% Favorable	
8	How well do the activities offered at your child's school match his/her interests? (School Fit 5)	58% Favorable	75% Favorable	
9	At your child's school. How well does the overall approach to discipline work for your child (School Fit 3)	74% Favorable	80% Favorable	
10	How comfortable is your child in asking for help from school adults? (School Fit 6)	74% Favorable	85% Favorable	
11	Given you child's cultural background, how good of a fit is his/her school. (School Fit 4)	79% Favorable	85% Favorable	
12	How well do the teaching styles of your child's teachers match your child's learning style? (School Fit 7)	74% Favorable	80% Favorable	

EVIDENCE-BASED INTERVENTION

All key strategies pursued by schools should be rooted in evidence. All schools must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	**Mark "X" if the school will implement this in 25-26**
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	

End Of Year Survey

Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

Evidence-Based Intervention

SCEP DEVELOPMENT TEAM PARTICIPATION

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
James Nives	Principal	4/24/25	5/2/25	5/825 5/9/25	5/16/25	5/16/25	5/19/25	5/22/25 5/29/25 5/30/25 6/2/25 6/3/25 6/4/25
Danielle Guiffre	Vice Principal	4/24/25	5/2/25	5/8/25 5/9/25	5/16/25		5/19/25 5/20/25	5/22/25 5/29/25 5/30/25 6/2/25 6/3/25 6/4/25
Iliana Rosa	Vice Principal	4/24/25	5/2/25	5/8/25 5/9/25	5/16/25		5/19/25 5/20/25	5/22/25 5/29/25 5/30/25 6/2/25 6/3/25 6/4/25
Michelle Brooks	Special Ed teacher	4/24/25	5/2/25			5/14/25 5/15/25 5/16/25		5/22/25 5/29/25 5/30/25
Sandra McKenney	Instructional Coach	4/24/25	5/2/25	5/8/25 5/9/25		5/14/25 5/15/25 5/16/25	5/19/25	5/22/25 5/29/25 5/30/25 5/22/25 5/29/25 5/30/25 6/2/25 6/3/25 6/4/25
Alexandra Piedmonte	Fifth Grade Teacher	4/24/25	5/2/25					5/22/25 5/29/25
Neysha Andino-Matos	First Grade Teacher	4/24/25	5/2/25					5/22/25 5/29/25
Gloria Kimmich	Kindergarten Teacher	4/24/25	5/2/25		5/16/25	5/14/25 5/15/25 5/16/25		5/22/25 5/29/25
Donna Worden	AIS ELA	4/24/25						5/22/25 5/29/25
Lillian Zayas	Dual Language Coach	4/24/25	5/2/25				5/20/25	5/22/25 5/29/25

SCEP Development Team

Sara Phillips	Third Grade Teacher	4/24/25		5/9/25	5/16/25			5/22/25 5/29/25
Evelyn Gonzalez	ENL Teacher	4/24/25		5/9/25	5/16/25			5/22/25 5/29/25
Ashley Ordonez	Special Ed Teacher	4/24/25		5/9/25	5/16/25			5/22/25 5/29/25
Mayeley Ruiz	Fifth Grade Teacher	4/24/25		5/9/25	5/16/25			5/22/25 5/29/25
Kristen Kolbasook	Teacher Assistant	4/24/25	5/2/25					5/22/25 5/29/25
Michaela Lincoln	AIS Math		5/2/25					5/22/25 5/29/25
Pedro Abreu	Social Worker		5/2/25		5/19/25			
Lina Barrientos	Social Worker Assistant		5/2/25		5/19/25			
Lorena Guerrero	School Counselor		5/2/25		5/19/25			
Manuel Matias	Nationality Worker		5/2/25		5/19/25			
Zuriel Hernandez	Family Engagement		5/2/25		5/19/25			
Leyanis De La Pena	Parent	4/24/25			5/19/25			5/29/25 6/10/25
Edgardo Clemente Viera	Parent				5/19/25			5/29/25 6/10/25
Luz Parrilla	Parent				5/19/25			6/10/25
Susan Valenti	Community Partner	4/24/25			5/15/25			5/29/25
Fanny Villarreal	Community Partner							5/29/25

LEARNING AS A TEAM

Directions: After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

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

We selected a group of students that were representative from all Seymour student body. We were able to include our Seymour Students Ambassadors in this process. As we interviewed students, we were able to reflect more in dept on our school environment, as well as the adult-student relationships in the building and sense of belonging. The SCEP team analyzed the data, and we were able to add some of the students input in more than one key strategy area, but focusing on the Welcoming and Affirming Environment, Dual Language and Explicit Diverse Instruction key strategies.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

SCEP Development Team