



2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Van Duyn Elementary	Amanda Thomas	K-5	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	Amanda Thomas	Principal
2	Nicole Heath	Vice Principal
3	Valerie Reese	Instructional Coach
4	Mollie Ann Brown	Data Liaison
5	Andrea Melfi	Intervention Teacher
6	Riley Napolitano	Special Education Teacher
7	Molly Phelps	Social Worker
8	Gwendolyn Fagan	Teacher
9	Abigail Dewey	Teacher
10	Jawan Simmons	Special Education Teacher
11	Sybele De La Cruz	Teacher
12	Brealle Glover	Teacher
13	Maura White	AIS Teacher
14	Katherine Sisto	AIS Teacher
15	Deandra Floyd	Teacher/Parent
16	Brianna Kendall	Teacher
17	Thien An Huynh	Teacher
18	Jennifer Kailer	Library Media Specialist
19	Monique Hill	Parent: Van Duyn Parent Organization President
20	Bria Tisdell-Seals	Parent

[2025-26 SCEP Guid3ance](#)

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Van Duyn].xlsx
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Learning As A Team

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OVERVIEW PAGE

Year-End Goals		
	Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>
1	ELA	<div style="border: 1px solid black; padding: 10px; text-align: center;"> Goals will be developed after all 2024-25 data are available </div>
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 <i>(Refer to Strategy Companion Guide)</i>	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	1) Establishing Systems for Accountable Talk	R
		2	IB Primary Years Programme (IB PYP)	N
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	2) PLC: Promoting a Collaborative Culture	E
		4	Tier I or Tier II Intervention Practices	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	5	Promoting Student Voice & Student Leadership	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	6	Social Emotional Learning	E

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: Establishing Systems for Accountable Talk	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Principal Thomas
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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.

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Based on Panorama survey results, we would like to increase student discourse and how often students are asked to explain answers. Additionally, research indicates that increasing student discourse—encouraging students to actively engage in discussions and share their thinking—significantly enhances student achievement by deepening understanding, promoting critical thinking, and fostering collaborative learning.

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 continuing the Accountable Talk Professional Development started in the previous school year and establish structures for classrooms.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Meet with Professional Development team to plan PD that bridges district wide Accountable Talk PD with implementation in the classroom.	August 31, 2025	Principal Thomas	Time	
Provide PD to staff from plan developed in August.	September 30, 2025	Valerie Reese	PD and time	
Provide expectations for Accountable Talk in the classrooms.	September 30, 2025.	Valerie Reese	PD and time	
Collect baseline data based on the implementation of Accountable Talk strategies learned in summer professional development.	October 15, 2025	Valerie Reese	Time	

PROGRESS MONITORING (AUGUST – OCTOBER) <i>Implementation/Outcome Data</i>			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 15, 2025	Baseline data analysis summary	100% of teachers will be observed utilizing the Accountable Talk Walkthrough tool.	
October 31, 2025	Disaggregated data based on teacher needs.	100% of teachers are grouped into differentiated needs.	

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: Establishing Systems for Accountable Talk	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Principal Thomas
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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.

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Based on Panorama survey results, we would like to increase student discourse and how often students are asked to explain answers. Additionally, research indicates that increasing student discourse—encouraging students to actively engage in discussions and share their thinking—significantly enhances student achievement by deepening understanding, promoting critical thinking, and fostering collaborative learning.

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 continuing the Accountable Talk Professional Development started in the previous school year and establish structures for classrooms.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide differentiated support to teachers based on the disaggregated data.	December 19, 2025	Reese	Time and budget	
Prioritize collaboration within PLC teams to incorporate Accountable Talk into lessons.	December 19, 2025	PLC Team Facilitators, Reese	Time and budget	
Conduct walkthroughs to monitor implementation of differentiated support.	December 19, 2025	Reese, Thomas, Heath	Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 19, 2025	Walkthroughs	50% of teachers will have walkthroughs conducted with feedback provided and monitored	
Dec 19, 2025	Providing opportunities for Accountable Talk in lessons leads to a deeper understanding of content	60% of students will show growth on end of unit assessment or exit tickets	

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

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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: Establishing Systems for Accountable Talk	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Principal Thomas
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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.

Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy. Based on Panorama survey results, we would like to increase student discourse and how often students are asked to explain answers. Additionally, research indicates that increasing student discourse—encouraging students to actively engage in discussions and share their thinking—significantly enhances student achievement by deepening understanding, promoting critical thinking, and fostering collaborative learning.

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 continuing the Accountable Talk Professional Development started in the previous school year and establish structures for classrooms.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide differentiated support to teachers based on current walkthrough data.	March 31, 2026	Reese	Time and budget	
Prioritize collaboration within PLC teams to incorporate Accountable Talk into lessons.	March 31, 2026	PLC Team Facilitators, Reese	Time and budget	
Conduct walkthroughs to monitor implementation of differentiated support.	March 31, 2026	Reese, Thomas, Heath	Time	
Schedule and conduct peer walkthroughs that include debrief (as coverage allows).	March 31, 2026	Reese	Time and people	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 27, 2026	Teachers provide colleagues with constructive feedback in a timely manner.	40% of students will demonstrate growth in accountable talk	
March 27, 2026	Increase proficiency in common formative assessments throughout learning cycles.	10% more students increase in proficiency of learning cycle common formative assessments.	

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

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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: Establishing Systems for Accountable Talk	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Principal Thomas
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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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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 continuing the Accountable Talk Professional Development started in the previous school year and establish structures for classrooms.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide differentiated support to teachers based on current walkthrough data.	June 25, 2026	Reese	Time and budget	
Prioritize collaboration within PLC teams to incorporate Accountable Talk into lessons.	June 25, 2026	PLC Team Facilitators, Reese	Time and budget	
Schedule and conduct peer walkthroughs that include debrief (as coverage allows).	June 25, 2026	Reese	Time and people	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 18, 2026	Teachers provide colleagues with constructive feedback in a timely manner.	50% of students will demonstrate growth in accountable talk	
June 18, 2026	Increase proficiency in common formative assessments throughout learning cycles.	10% more students increase in proficiency of learning cycle common formative assessments.	

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

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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: IB Primary Years Programme (IB PYP)	SY2526 PD Plan [Van Duyn].xlsx	School Lead: IB Coordinator
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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.

Based on student interview data and formative assessment trends (e.g., NWEA results indicating low performance in reasoning and problem-solving), the school identified a need to adopt a more inquiry-based instructional model.

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

- New Strategy

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Communicate PYP philosophy and rationale with school and families	August 30, 2025 & October 30, 2025	IB Coordinator	Budget, time	
Conduct foundational training for teaching staff on PYP framework, IB learner profiles, transdisciplinary themes and inquiry-based learning	October 30, 2025	IB Coordinator	Time, PD, budget, people	
Establish strategic plans for developing programme of inquiry	October 30, 2025	IB Coordinator	Time, people, budget	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 30, 2025	Students are able to articulate their essential agreements	70% of interviewed students are able to communicate the essential agreements of their classroom.	
October 30, 2025	Staff will complete the foundational training.	90% of staff will complete foundational training	

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: IB Primary Years Programme (IB PYP)	SY2526 PD Plan [Van Duyn].xlsx	School Lead: IB Coordinator
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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.

Based on student interview data and formative assessment trends (e.g., NWEA results indicating low performance in reasoning and problem-solving), the school identified a need to adopt a more inquiry-based instructional model.

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

New Strategy

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Begin the development of the programme of inquiry (POI)	November 28, 2025	IB Coordinator	People, Time, Budget	
Continue foundational training for teaching staff on PYP framework, IB learner profiles, transdisciplinary themes and inquiry-based learning	December 19, 2025	IB Coordinator	People, Time, PD, Budget	
Draft the first inquiry-based transdisciplinary unit planner	December 19, 2025	IB Coordinator	People, Time, Budget	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov. 15, 2025	Teacher participation in trainings and collaborative planning of at least one transdisciplinary unit	20% of instructional staff will implement inquiry based practices in the classroom as evidence of understanding the PYP framework	
Dec 19, 2025	Students can describe and display IB learner attributes	65% of students can describe and display IB learner attributes	

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

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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: IB Primary Years Programme (IB PYP)	SY2526 PD Plan [Van Duyn].xlsx	School Lead: IB Coordinator
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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.

Based on student interview data and formative assessment trends (e.g., NWEA results indicating low performance in reasoning and problem-solving), the school identified a need to adopt a more inquiry-based instructional model.

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

New Strategy

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 collaborative development of the programme of inquiry (POI)	March 31, 2026	IB Coordinator	People, Time, Budget	
Implement an inquiry-based transdisciplinary unit/planner	March 31, 2026	IB Coordinator	People, Time, Budget	
Align related studies experience to a current transdisciplinary theme	March 31, 2026	IB Coordinator	People, Time, Budget	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 27, 2026	Students will have engaged in one complete inquiry-based transdisciplinary unit with evidence of student agency and ATL skills development	70% of students will score higher in their post-assessment than pre-assessment	
March 27, 2026	Related studies have collaborated with teacher/IB coordinator	90% of students participate in transdisciplinary experience	

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: IB Primary Years Programme (IB PYP)	SY2526 PD Plan [Van Duyn].xlsx	School Lead: IB Coordinator
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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.

Based on student interview data and formative assessment trends (e.g., NWEA results indicating low performance in reasoning and problem-solving), the school identified a need to adopt a more inquiry-based instructional model.

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

New Strategy

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue development and collaborative planning of the programme of inquiry and second unit/planner	June 12, 2026	IB Coordinator	People, Time, Budget	
Provide professional development in concept- based curriculum and instruction	May 29, 2026	IB Coordinator	People, Time, PD, Budget	
Create extension of learning opportunities for students outside of the classroom	June 26, 2026	IB Coordinator	People, Time, Budget	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 12, 2026	Post-assessment data will show student growth as compared to pre-assessment data for the transdisciplinary unit	70% of students will score higher in their post-assessment than pre-assessment	
June 18, 2026	Teachers/IB Coordinator will plan out of classroom inquiry experiences	At least 2 grade levels will complete one out of classroom inquiry experience	

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: Promoting a Collaborative Culture	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Valerie Reese
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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.

Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Based on NWEA data, there was inconsistent proficiency within grade levels leading us to believe that increased teacher collaboration would lead to increased student success.

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

We are moving from implementing essential structures in the PLC to promoting a collaborative culture to allow for collective responsibility for student learning and ensure that all students have access to high quality learning.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create collective commitments and norms in Professional Learning Teams	September 15, 2025	Thomas	People Time	
Create a master schedule that includes dedicated, protected weekly collaboration time for all instructional teams	August 29, 2025	Thomas	People, Time	
Provide professional development on what a PLC is and the 4 essential questions	September 15, 2025	Thomas	People, Time, PD	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 30, 2025	Teams engage in documented cycles of inquiry using the 4 PLC questions	100% of teams collaboratively planning and implementing best practices as evidenced in the PLC spreadsheet	
October 30, 2025	A weekly schedule will be created and shared with the staff.	All staff will engage in PLCs at designated time based on the weekly schedule.	

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 3: PLC: Promoting a Collaborative Culture	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Valerie Reese
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Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Based on NWEA data, there was inconsistent proficiency within grade levels leading us to believe that increased teacher collaboration would lead to increased student success.

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We are moving from implementing essential structures in the PLC to promoting a collaborative culture to allow for collective responsibility for student learning and ensure that all students have access to high quality learning.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in self-assessments based on “critical issues for team consideration” from <i>Learning By Doing</i> text.	November 21, 2025	Valerie Reese	Time, People	
Generate a SMART goal for each PLT.	December 19, 2025	Valerie Reese	People, Time	
Continue PLC learning cycles.	December 19, 2025	Valerie Reese	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 19, 2025	SMART goals are established per cycle based on self-assessment data.	100% of teams have recorded a SMART goal that works to impact effective instruction.	
Dec 19, 2025	Increase in proficiency on common formative assessments throughout learning cycles.	10% of students increase in proficiency of learning cycle common formative assessments.	

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

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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: Promoting a Collaborative Culture	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Valerie Reese
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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.

Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Based on NWEA data, there was inconsistent proficiency within grade levels leading us to believe that increased teacher collaboration would lead to increased student success.

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

We are moving from implementing essential structures in the PLC to promoting a collaborative culture to allow for collective responsibility for student learning and ensure that all students have access to high quality learning.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in self-assessments based on “critical issues for team consideration” from <i>Learning By Doing</i> text.	March 27, 2026	Valerie Reese	Time, People	
Monitor and Update teams’ SMART goal if needed.	March 27, 2026	Valerie Reese	People, Time	
Continue PLC learning cycles.	March 27, 2026	Valerie Reese	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 27, 2026	Identify areas of need based on self-assessments.	Increase in areas of the assessment targeted in team’s SMART goals	
March 27, 2026	Increase proficiency in common formative assessments throughout learning cycles.	12% of students increase in proficiency of learning cycle common formative assessments.	

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: Promoting a Collaborative Culture	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Valerie Reese
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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.*

Based on a district-wide assessment, Professional Learning Communities (PLC) were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Based on NWEA data, there was inconsistent proficiency within grade levels leading us to believe that increased teacher collaboration would lead to increased student success.

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

We are moving from implementing essential structures in the PLC to promoting a collaborative culture to allow for collective responsibility for student learning and ensure that all students have access to high quality learning.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Participate in self-assessments based on “critical issues for team consideration” from Learning By Doing text.	June 18, 2026	Valerie Reese	Time, People	
Monitor and Update teams’ SMART goal if needed.	June 18, 2026	Valerie Reese	People, Time	
Continue PLC learning cycles.	June 18, 2026	Valerie Reese	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 18, 2026	Identify areas of need based on self-assessments.	Increase in areas of the assessment targeted in team’s SMART goals	
June 18, 2026	Increase in proficiency on common formative assessments throughout learning cycles.	12% of students increase in proficiency of learning cycle common formative assessments.	

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: Tier 1 Practices	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Vice Principal Heath
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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.

Across all grade levels k-5, 28% of students are proficient according to DIBELS MOY benchmark data. All students should be able to access effective tier 1 instruction reducing the number of students who need Tier 2 and Tier 3 instruction.

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

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Training classroom teachers on the annotation and unpacking process for tier 1 curriculum.	October 31, 2025	Valerie Reese	PD, Budget, People and Time	
Implement a planning institute for teachers to collaboratively plan for tier 1 instruction outside of contractual hours.	October 31, 2025	Valerie Reese	PD, Budget, People and Time	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 31, 2025	Teachers lesson plans include evidence of annotations.	All teachers have evidence of annotations on Tier 1 curriculum as seen through walkthroughs.	
October 31, 2025	PLTs will unpack units and standards.	Teachers demonstrate an understanding of the content they will be teaching through annotation and lesson planning.	
October 31, 2025	Kindergarten teachers will complete one cycle of progress monitoring on PSF.	50% of kindergarten students will achieve BOY Benchmark Goal on PSF.	

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: Tier 1 Practices	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Vice Principal Heath
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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.*

Across all grade levels k-5, 28% of students are proficient according to DIBELS MOY benchmark data. All students should be able to access effective tier 1 instruction reducing the number of students who need Tier 2 and Tier 3 instruction.

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

New Strategy

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Provide professional development on strategies to scaffold tier 1 instruction.	December 12, 2025	Valerie Reese	PD. Budget. People and Time	
Analyze baseline data and provide before/after school tutoring where needed.	November 21, 2025	Amanda Thomas	Budget, People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 19, 2025	Increase proficiency in common formative assessments throughout learning cycles.	3% increase in student proficiency of learning cycle common formative assessments.	
Dec 19, 2025	Kindergarten teachers will complete progress monitoring on PSF.	80% of kindergarten students will achieve BOY Benchmark Goal on PSF.	

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

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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: Tier 1 Practices	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Vice Principal Heath
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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.

Across all grade levels k-5, 28% of students are proficient according to DIBELS MOY benchmark data. All students should be able to access effective tier 1 instruction reducing the number of students who need Tier 2 and Tier 3 instruction.

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

New Strategy

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue PLC cycles to ensure Tier 1 instruction is being planned for effectively.	March 27, 2026	Valerie Reese	People and Time	
Conduct walkthroughs to monitor delivery of Tier 1 instruction.	March 27, 2026	Valerie Reese	People and Time	
Provide performance feedback professional development to teachers.	February 27, 2026	Valerie Reese	People, PD, Budget and Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 27, 2026	Increase proficiency in common formative assessments throughout learning cycles.	5% more students increase in proficiency of learning cycle common formative assessments.	
March 27, 2026	Teachers provide constructive feedback to students in a timely manner.	75% of students interviewed can speak to their current academic understanding.	
March 27, 2026	Kindergarten teachers will complete progress monitoring on NWF (CLS, WRC)	40% of kindergarten students will achieve MOY Benchmark Goal on NWF (CLS, WRC)	

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

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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: Tier 1 Practices	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Vice Principal Heath
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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.

Across all grade levels k-5, 28% of students are proficient according to DIBELS MOY benchmark data. All students should be able to access effective tier 1 instruction reducing the number of students who need Tier 2 and Tier 3 instruction.

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

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Continue PLC cycles to ensure Tier 1 instruction is being planned for effectively.	June 18, 2026	Valerie Reese	People and Time	
Conduct walkthroughs to monitor delivery of Tier 1 instruction.	June 18, 2026	Valerie Reese	People and Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 18, 2026	Increase proficiency in common formative assessments throughout learning cycles.	5% more students increase in proficiency of learning cycle common formative assessments.	
June 18, 2026	Teachers are providing constructive feedback to students in a timely manner.	80% of students interviewed can speak to their current academic understanding.	
June 18, 2026	Kindergarten teachers will complete EOY Benchmark Assessment on NWF (CLS, WRC)	80% of kindergarten students will achieve EOY Benchmark Goal on NWF (CLS, WRC)	

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

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

Key Strategy 5: Promoting Student Voice & Leadership	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Thien An Huynh-Boyle
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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.

Student Climate survey data shows a decrease in the favorability of teacher-student relationships by 8%, although 71% of students still want their same teacher next year, highlighting a desire for stronger connections.

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

According to our school wide climate surveys students did not feel like they had a voice in the school community. We will revise our current system to address student concerns and promote student voice and leadership.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Develop a student council application and campaign schedule	September 30, 2025	Thien An Huynh-Boyle	People, Time	
Create a system for students to nominate and/or vote for spotlight students based on IB attributes of the month	October 31, 2025	Thien An Huynh-Boyle	People, Time	
Identify a student greeter in each classroom	September 30, 2025	Valerie Reese	People, Time	
Develop a schedule/plan for buddy classrooms	October 31, 2025	Valerie Reese	People, Time	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 31, 2025	Students will be able to describe an IB attribute.	100% of interviewed students will be able to describe IB attributes.	
October 31, 2025	Students are developing their leadership skills through buddy classroom meetings.	100% of classrooms will meet with their Buddy class one or more times.	

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

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

Key Strategy 5: Promoting Student Voice & Leadership	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Thien An Huynh-Boyle
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According to our school wide climate surveys students did not feel like they had a voice in the school community. We will revise our current system to address student concerns and promote student voice and leadership.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct first student council meeting	November 25, 2025	Thien An Huynh-Boyle	Time, Budget	
Conduct student council officer elections	November 7, 2025	Thien An Huynh-Boyle	Time, Budget	
Introduce student council to school community	November 14, 2025	Thien An Huynh-Boyle	Time, Budget	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 25, 2025	Students are experiencing leadership roles and elevated voices within the school community.	10 Student council members will be elected and at least 1 meeting will be held.	
Nov 25, 2025	A Clever page for students to access information about individual student council members, and a place to submit schoolwide suggestions.	Student council members addressing submissions during their meetings each month as evidence on their meeting minutes.	

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: Promoting Student Voice & Leadership	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Thien An Huynh-Boyle
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According to our school wide climate surveys students did not feel like they had a voice in the school community. We will revise our current system to address student concerns and promote student voice and leadership.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Create and implement a community engagement project for school community lead by student council	February 27, 2026	Thien An Huynh-Boyle	Time, Budget, People	
Communicate student council meeting minutes via video announcements (CHAMPS Chat)	March 27, 2026	Jennifer Kailer	Time, Budget, People	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
February 27, 2026	Advertisement of community engagement activity	65% of stakeholder participation	
March 27, 2026	Students are engaged in the morning announcements	Student council is leading the "CHAMPS chat" segment of the morning announcements	

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

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

Key Strategy 5: Promoting Student Voice & Leadership	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Thien An Huynh-Boyle
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According to our school wide climate surveys students did not feel like they had a voice in the school community. We will revise our current system to address student concerns and promote student voice and leadership.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Administer climate survey teacher-led, whole group to get accurate results	May 1, 2026	Amanda Thomas	Time	
Survey school community on impact of student council.	April 30, 2026	Jennifer Kailer	Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 12, 2026	Survey is created and administered to school community.	75% of the student council impact survey is favorable.	
June 12, 2026	Student council is receptive to survey feedback.	Student council analyzes survey results to adjust for next school year.	

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

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

Key Strategy 6: Social Emotional Learning	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Molly Phelps
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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.

Based on student responses to the student panorama survey data (48% positive school climate), we are selecting this strategy because if we develop a positive school environment students will feel a sense of belonging. Student interviews further confirm these issues, with students wanting more meaningful voice and leadership opportunities.

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

We are refining our focus to classroom community (teacher/ student relationships) (student/student relationships).

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Train staff in Restorative Circles	October 31, 2025	Thomas	People, PD	
Review the schoolwide behavior matrix (specific locations)	September 30, 2025	Thomas/Heath	People	
Provide PD for all staff on Second Step Program	September 30, 2025	Phelps	People, PD	
Establish classroom routines and procedures for SEL instruction	October 31, 2025	Phelps	People	

PROGRESS MONITORING (AUGUST – OCTOBER)

Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
October 31, 2025	Walkthrough: Classrooms are implementing SEL instruction daily	SEL instruction happening in every classroom daily, students multitasking breakfast and SEL instruction	
September 30, 2025	PD on Second Step	100% of teachers receive Second Step PD	

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: Social Emotional Learning	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Molly Phelps
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Based on student responses to the student panorama survey data (48% positive school climate), we are selecting this strategy because if we develop a positive school environment students will feel a sense of belonging. Student interviews further confirm these issues, with students wanting more meaningful voice and leadership opportunities.

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

We are refining our focus to classroom community (teacher/ student relationships) (student/student relationships).

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Conduct walkthroughs for SEL audit	December 19, 2025	Phelps	People, Time	
Conduct Student Surveys for sense of classroom belonging	December 19, 2025	DEB Lead Huynh-Boyle	People, Time	
Collect SSC Data	December 19, 2025	Dean Richardson	People, Time	

PROGRESS MONITORING (NOVEMBER – DECEMBER)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
December 19, 2025	Create sense of belonging survey for student	Survey Completion (95%)	
December 19, 2025	Walkthrough data collected	100% of students engaged in SEL during designated time	

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: Social Emotional Learning	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Molly Phelps
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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.

Based on student responses to the student panorama survey data (48% positive school climate), we are selecting this strategy because if we develop a positive school environment students will feel a sense of belonging. Student interviews further confirm these issues, with students wanting more meaningful voice and leadership opportunities.

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

We are refining our focus to classroom community (teacher/ student relationships) (student/student relationships).

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review the schoolwide behavior matrix (specific locations)	January 16, 2026	Thomas/ Heath	People	
Analyze SSC data	January 30, 2026	Dean Richardson	People, Time	
Analyze sense of belonging student surveys	January 30, 2026	Dean Richardson	People, Time	

PROGRESS MONITORING (JANUARY – MARCH)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
February 13, 2026	Teachers will have individual classroom plans based off the sense of belonging data that was analyzed.	100% of teachers have a completed classroom plan.	
January 16, 2026	School wide assembly to review the expectations aligned to the behavior matrix.	75% of questions asked during the assembly are answered correctly by students.	

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

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

Key Strategy 6: Social Emotional Learning	SY2526 PD Plan [Van Duyn].xlsx	School Lead: Molly Phelps
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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.

Based on student responses to the student panorama survey data (48% positive school climate), we are selecting this strategy because if we develop a positive school environment students will feel a sense of belonging. Student interviews further confirm these issues, with students wanting more meaningful voice and leadership opportunities.

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

We are refining our focus to classroom community (teacher/ student relationships) (student/student relationships)

IMPLEMENTATION PLAN (APRIL– JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (PD, Budget, People, Time, etc.)	P
Review the schoolwide behavior matrix (specific locations)	April 17, 2026	Thomas/ Heath	People	
Analyze SSC data	April 30, 2026	Dean Richardson	People, Time	
Analyze sense of belonging student surveys	April 30, 2026	Dean Richardson	People, Time	

PROGRESS MONITORING (APRIL – JUNE)

Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 15, 2026	Teachers will have review and update individual classroom plans based off the sense of belonging data that was analyzed.	100% of teachers will review and update a classroom plan.	
May 15, 2026	School wide assembly to review the expectations aligned to the behavior matrix.	80% of questions asked during the assembly are answered correctly by students.	

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

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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.	96% Favorable	100% Favorable	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100% Favorable	100% Favorable	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	100% Favorable	100% Favorable	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	100% Favorable	100% Favorable	
5	It was evident that our school focused on numeracy and literacy.	100% Favorable	100% Favorable	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	100% Favorable	100% Favorable	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	100% Favorable	100% Favorable	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100% Favorable	100% Favorable	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	100% Favorable	100% Favorable	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	100% Favorable	100% 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)	55% Favorable	75% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	19% Favorable	50% Favorable	
3	How often do students get into physical fights at your school? (SC2)	35% Favorable	50% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	77% Favorable	80% Favorable	
5	How often do you worry about violence at your school? (SC4)	41% Favorable	55% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	61% Favorable	70% Favorable	
7	How much support do the adults at your school give you? (SB2)	76% Favorable	82% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	58% Favorable	70% Favorable	
9	How excited would you be to have your teacher again? (TSR1)	71% Favorable	80% Favorable	
10	How respectful is your teacher towards you? (TSR4)	74% Favorable	85% Favorable	

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	N/A		
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)	N/A		
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	N/A		
4	How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	N/A		
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	N/A		
6	To what extent do you think that children enjoy going to your child's school? (SC1)	50% Favorable	70% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	50% Favorable	70% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	57% Favorable	75% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	57% Favorable	75% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	57% Favorable	75% 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	

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

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	Envision: Exploring the Vision,	Analyze: Internal and	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize	Plan Writing and Revision		Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>	<i>5/27</i>	
Amanda Thomas	Principal			4/23	4/28	5/6	5/13	5/14	5/27	6/2
Nicole Heath	Vice Principal				X	X		X		X
Valerie Reese	Instructional Coach			X	X	X	X	X	X	X
Mollie Ann Brown	Data Liaison			X	X					X
Andrea Melfi	Intervention Teacher			X	X	X	X			X
Riley Napolitano	Special Education Teacher			X	X	X	X	X	X	X
Molly Phelps	Social Worker				X	X	X	X	X	X
Gwendolyn Fagan	Teacher				X	X	X	X	X	X
Abigail Dewey	Teacher						X	X	X	X
Jawan Simmons	Special Education Teacher			X		X	X			
Sybele De La Cruz	Teacher			X		X		X	X	X
Brealle Glover	Teacher			X	X	X	X	X	X	X
Maura White	AIS Teacher			X	X	X	X		X	X
Katherine Sisto	AIS Teacher			X	X	X	X		X	
Brianna Kendall	Teacher			X		X	X	X	X	X
Thien An Huynh	Teacher									
Jennifer Kailer	Library Media Specialist			X	X	X			X	X
Deandra Floyd	Teacher			X		X	x			
Bria Tisdell-Seals	Parent									X
Monique Hill	Parent									X

LEARNING AS A TEAM

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

SCEP Development Team

Student Interviews

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

Student interviews revealed a strong desire among students for more meaningful leadership opportunities and a greater voice in school decisions. In response, our school plan for the year includes a renewed focus on Student Council, aiming to empower students to take an active role in shaping their school experience. By expanding the council's responsibilities and increasing its visibility, we're creating a platform where student perspectives directly influence school initiatives, fostering a more inclusive and engaged school community.

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.