



# 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Delaware Primary	Moshiena Faircloth	PreK-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.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Climate Survey Inquiry Team

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Moshiena Faircloth	Principal
2	Laurie Newsome	Vice Principal
3	Erica Daniels	Administrative Intern
4	Jaime Sanjurjo	Administrative Intern
5	Heather Porcello	Instructional Coach
6	Molli Brown	Teacher
7	Trevor Krueger	Teacher
8	Jennifer Ayers	Teacher
9	Angela Slechta	Teacher
10	Drioni Vergara	Teacher
11	Erin LeBlanc	Teacher
12	Catherine Dziedzic	Teacher
13	Nicole Starkey	Teacher
14	Carlos Garcia-Soto	Teacher
15	Justine Tymofy	Teacher
16	Bonna Merrick	Teacher
17	Jimmy Oliver	Community Partnership
18	Sarah Parkhurst	Parent
19	Maria Rucal	Parent

[2024-25 SCEP Guidance & Next Steps](#)

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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	
2	Math	
3	Chronic Absenteeism	
4	ELP	

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 8)

**Directions:** Use the school’s needs assessment results to identify two strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is “new” – “expanded” – “refined.”

	Commitment		Key Strategies	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	Accountable Talk	E
		2	Tier I or Tier II Intervention Practices	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.	1	Effective PLC Implementation	E
		2	Effective Unit and Lesson Planning	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	Implementing an Effective Attendance Team	E
		2	School-wide Classroom Daily Attendance Taking Protocol	E
4	This school is committed to aligning and maximizing resources to serve and impact each student’s needs.	1	Staff to Student Check-ins	N
		2	Student Voice – school customized	N

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> E. Daniels
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Last year our school was inconsistent in our offering of resources and professional learning around accountable talk. Delaware will consistently collaborate throughout grade levels to provide resources & training through our professional learning time to strengthen accountable talk strategies implementation in all classrooms.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Sep 13 <sup>th</sup>	Collect baseline accountable talk data during schoolwide walkthroughs.	Porcello (Instructional Coach)	Impact coach walk through tool (L. Lefever)	E
Sep 15 <sup>th</sup>	Create, distribute, and model use of schoolwide accountable talk references.	Porcello (Instructional Coach)	Impact coaches Print Shop Learning Community Principle guide SCSD Accountable Talk Padlet	E
Oct 1 <sup>st</sup>	Utilize PLT time to create rigorous questions that promote accountable talk.	Porcello (Instructional Coach)	NYS Next Generation ELA Prompts Delaware Padlet	N

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope	What we actually saw:
Oct 31 <sup>st</sup>	All staff are trained in using accountable talk question stems and strategies effectively in all content areas.	Calendarized professional development for <i>all</i> staff.	
Oct 31 <sup>st</sup>	PLT groups will create 1 question of the day weekly to promote CEER and accountable talk to be used during morning meetings.	A running document that includes all accountable talk/CEER questions as a reference on the Delaware Padlet.	
Oct 31 <sup>st</sup>	NWEA	25% of students demonstrating growth on the NWEA assessment.	

**Notes/Reflections/Potential Adjustments to Inform November – December 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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
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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.**

Last year our school was inconsistent in our offering of resources and professional learning around accountable talk. Delaware will consistently collaborate throughout grade levels to provide resources & training through our professional learning time to strengthen accountable talk strategies implementation in all classrooms.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov 1st	Establish mutually agreed upon norms for student discourse and accountable talk and distribute to staff during PLT.	Porcello (Instructional Coach)	SCSD Accountable Talk Resource Padlet Delaware Padlet	E
Nov 15th	Create PLT time to expand staff use of rigorous morning meeting questions that build fluency with accountable talk structures.	Porcello (Instructional Coach)	Accurate Knowledge Principle guide/ NYS Next Generation ELA Prompts Delaware Padlet	E
Dec 15th	Analyze walkthrough data and discuss progress towards implementation goals during PLT.	Porcello (Instructional Coach)		E

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to	What we actually saw:
Dec 15th	Full implementation of accountable talk during all content areas as indicated on the walkthrough data.	At least 50% of teachers using accountable talk strategies.	
Dec 15th	Analyze data from District accountable talk walk through tool	At least 50% of students engaged in accountable talk strategies.	
Dec 31 <sup>st</sup>	NWEA	50 % of students demonstrating growth on the NWEA assessment.	

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Daniels Administrative Intern
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Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

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Last year our school was inconsistent in our offering of resources and professional learning around accountable talk. Delaware will consistently collaborate throughout grade levels to provide resources & training through our professional learning time to strengthen accountable talk strategies implementation in all classrooms.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 15 <sup>th</sup>	Adjust differentiated support and coaching to teachers as needed based on accountable talk walk through tool data.	Porcello (Instructional Coach)	Content Liaisons Demo teacher Mentor teachers Impact coaches District Coaches	N
Jan 15 <sup>th</sup>	Train staff to utilize the SCSD checklist for monitoring student use of accountable talk.	Porcello (Instructional Coach)	Teacher Checklist	
Jan 31 <sup>st</sup>	Identify promising practices within the building and share with staff (e.g. talk tools, protocols, lessons, implementation examples) during PLT	Porcello (Instructional Coach)	Accountable talk walk through tool -district	N
Mar 15 <sup>th</sup>	Create PLT time to expand staff use of rigorous morning meeting questions that build fluency with accountable talk structures.	Porcello (Instructional Coach)	Accurate Knowledge Principle guide/ NYS Next Generation ELA Prompts Delaware Padlet	E

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan 15 <sup>th</sup>	Utilization of a teacher checklist to check for students understanding of the accountable talk in community, knowledge, rigorous thinking, & Integration of knowledge and ideas	At least 75% of teachers are utilizing the checklist during instruction as evident through observations.	
Jan 30 <sup>th</sup>	Accountable talk walk through tool from the district	At least 75% of teachers using accountable talk strategies in all content areas.	
Jan 30 <sup>th</sup>	NWEA	75% of students demonstrating growth on the NWEA assessment.	

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

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Last year our school was inconsistent in our offering of resources and professional learning around accountable talk. Delaware will consistently collaborate throughout grade levels to provide resources & training through our professional learning time to strengthen accountable talk strategies implementation in all classrooms.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
May 15 <sup>th</sup>	Differentiate professional development and support identified staff that build fluency with accountable talk structures.	Porcello (Instructional Coach)	Accurate Knowledge Principle guide/ NYS Next Generation ELA Prompts Delaware Padlet	E
May 15 <sup>th</sup>	Create surveys and collect student feedback on the use of accountable talk strategies in all content areas.	Porcello (Instructional Coach)	Admin end of year Survey	N
June 15 <sup>th</sup>	Celebrate schoolwide strengths and growth utilizing student created artifacts/student work and/or specific, observable teacher practices.	Porcello (Instructional Coach)		E

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 15 <sup>th</sup>	AT walk through tool from district	Full implementation of accountable talk. 100% of teachers and students are using accountable talk.	
May 15 <sup>th</sup>	Student Feedback Survey	100% of surveys completed.	
May 31 <sup>st</sup>	NWEA	85 % of students demonstrating growth on the NWEA assessment.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 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.

<b>Key Strategy 2: Tier II Interventions Practices</b>	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Our data for the past 3 years consistently shows slow growth moving our students to 50% or more proficient on DIBELS, NWEA, or NYS ELA. The team has identified the following possible root causes 1) we do not screen early or often enough, 2) we do not examine data effectively, and 3) targeted/individualized tier II interventions are not created and monitored.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In 2023-2024, we attempted to implement structures and supports around tier II instruction, but data confirms our approach must be revised and adjusted to include more individualized instruction based on data.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Sept. 15 <sup>th</sup>	Collect baseline student data to develop targeted small groups.	Porcello (Instructional Coach)	DIBELS Tier 2 Padlet Print shop DATA coach AIS staff	E
Oct 1 <sup>st</sup>	Create schedule and implement targeted small groups leveraging AIS and support staff at all grade levels.	Porcello (Instructional Coach)	Admin (Daniels) Porcello, Instructional Coach Community Based Organizations AIS Staff	E
Oct 15 <sup>st</sup>	Plan, facilitate, and implement monthly data meetings to update stakeholders on growth.	Porcello (Instructional Coach)	District Intervention Coach AIS Staff DIBELS data	R
Oct 31 <sup>st</sup>	Establish targeted student goals for tier II instruction using benchmark data.	Porcello (Instructional Coach)	DIBELS data	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 15 <sup>th</sup>	DIBELS benchmark data	100% of students have a DIBELS benchmark score and an established goal.	
Sept 30 <sup>th</sup>	Progress Monitor students monthly with DIBELS probes	Students are aware of their goals and know how they are progressing toward their goal using their data sheet.	

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



**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.

<b>Key Strategy 2: Tier II Interventions Practices</b>	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our data for the past 3 years consistently shows slow growth moving our students to 50% or more proficient on DIBELS, NWEA, or NYS ELA. The team has identified the following possible root causes 1) we do not screen early or often enough, 2) we do not examine data effectively, and 3) targeted/individualized tier II interventions are not created and monitored.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-2024, we attempted to implement structures and supports around tier II instruction, but data confirms our approach must be revised and adjusted to include more individualized instruction based on data.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1 <sup>st</sup>	Implement student led conferencing to adjust individualized goals using data for all students.	Porcello (Instructional Coach)	DIBELS Tier 2 Padlet Print shop DATA coach	E
Nov 15 <sup>th</sup>	Adjust targeted small groups based on progress monitoring data.	Porcello (Instructional Coach) AIS Team		E
Dec 31 <sup>st</sup>	Continue to plan, facilitate, and implement monthly data meetings to update stakeholders on growth.	Porcello (Instructional Coach)	District Intervention Coach AIS Staff DIBELS data	E

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 15 <sup>th</sup>	Targeted small group data	Groups modified according to data	
Dec 13 <sup>th</sup>	Targeted Small Group Walk through tool	100% of staff are implementing small group instruction	
Dec 31 <sup>st</sup>	Student led conferences held	All intensive students in grades 1-5 have completed at least one student led conference.	
Dec 31 <sup>st</sup>	Progress monitor students with monthly DIBELS probes	50% of students have made progress in their monthly DIBELS probes.	

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

**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.

<b>Key Strategy 2: Tier II Interventions Practices</b>	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our data for the past 3 years consistently shows slow growth moving our students to 50% or more proficient on DIBELS, NWEA, or NYS ELA. The team has identified the following possible root causes 1) we do not screen early or often enough, 2) we do not examine data effectively, and 3) targeted/individualized tier II interventions are not created and monitored.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-2024, we attempted to implement structures and supports around tier II instruction, but data confirms our approach must be revised and adjusted to include more individualized instruction based on data.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 1 <sup>st</sup>	Continue student led conferencing to adjust individualized goals using data.	Porcello (Instructional Coach)	DIBELS Tier 2 Padlet Print shop DATA coach	
Jan 15 <sup>th</sup>	Adjust targeted small groups based on progress monitoring data.	Porcello (Instructional Coach) AIS Team	DIBELS data	
Mar 31 <sup>st</sup>	Continue to plan, facilitate, and implement monthly data meetings to update stakeholders on growth.	Porcello (Instructional Coach)	District Intervention Coach AIS Staff DIBELS data	
Mar 31 <sup>st</sup>	Utilize professional development time to analyze tier II structures and data to plan next steps.	Porcello (Instructional Coach)	District Intervention Coach AIS Staff DIBELS data	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Mar 15 <sup>th</sup>	Targeted small group data	Groups modified according to data	
Mar 15 <sup>th</sup>	Targeted Small Group Walk through tool	100% of staff are implementing small group instruction	
Mar 31 <sup>st</sup>	Student led conferences held	All students in grades 1-5 have completed at least three student led conferences. Students in lower elementary will have at least 1 conference.	
Dec 31 <sup>st</sup>	Progress monitor students with monthly DIBELS probes	75% of students have made progress in their monthly DIBELS probes.	

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

**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.

<b>Key Strategy 2: Tier II Interventions Practices</b>	<b>School Lead:</b> Daniels, Administrative Intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our data for the past 3 years consistently shows slow growth moving our students to 50% or more proficient on DIBELS, NWEA, or NYS ELA. The team has identified the following possible root causes 1) we do not screen early or often enough, 2) we do not examine data effectively, and 3) targeted/individualized tier II interventions are not created and monitored.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-2024, we attempted to implement structures and supports around tier II instruction, but data confirms our approach must be revised and adjusted to include more individualized instruction based on data.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
May 15 <sup>th</sup>	Adjust targeted small groups based on progress monitoring data.	Admin (Daniels) Porcello (Instructional Coach) AIS Team		
May 31 <sup>st</sup>	Continue to plan, facilitate, and implement monthly data meetings to update stakeholders on growth.	Admin (Daniels) Porcello (Instructional Coach)	District Intervention Coach AIS Staff DIBELS data	
Jun 1 <sup>st</sup>	Continue student led conferencing to adjust individualized goals using data.	Admin (Daniels) Porcello (Instructional Coach)	DIBELS Tier 2 Padlet Print shop DATA coach	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
May 15 <sup>th</sup>	Targeted small group data	Groups modified according to data	
May 31 <sup>st</sup>	Targeted Small Group Walk through tool	100% of staff are implementing small group instruction	
June 31 <sup>st</sup>	Student led conferences held	All students in grades 1-5 have completed their final student led conferences. Students in lower elementary will have at least 2 conferences.	
Jun 30 <sup>st</sup>	Progress monitor students with monthly DIBELS probes	90% of students have made progress in their monthly DIBELS probes.	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> TBD (Administrative Intern)
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
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.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, Delaware was in the early stages of understanding the critical components of PLC. This year, teachers will utilize their morning team time to create PLC’s that align with the collaborative commitments.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Sept 30 <sup>th</sup>	Provide schoolwide professional development to develop capacity to implement PLC effectively developing a protocol of must do items for meetings.	Daniels	Professional Development on PLC Trained staff Protected meeting time	
Sept 30 <sup>th</sup>	Monitor the implementation of PLC at each grade level team. Teams should follow the same protocols for PLC, so it is standard across the building	Faircloth	Trained staff Monitoring Protocol Protected meeting time	
Oct 15 <sup>th</sup>	Provide feedback to grade-level teams on the effectiveness of the PLC implementation based on the agreed upon protocol.	Faircloth	Feedback tool or protocol	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30 <sup>th</sup>	PLC training is provided to all grade-level teams.	Calendarized professional learning schedule and implementation for 100% of grade level teams.	
Oct 30 <sup>th</sup>	Observational data from walkthroughs	At least 50% of teachers implementing the specific learning from the PLC training	

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

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> TBD Admin Intern
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Dec 30 <sup>th</sup>	Monitor PLT meetings for all grade levels and develop common formative assessments to measure student progress.	Faircloth	Protected meeting time. Supporting personnel PLC trained staff	
Nov 1 <sup>st</sup>	Identify grade-level teams needs to maximize PLC process and provide necessary support.	Porcello	Needs assessment protocol	
Dec 1 <sup>st</sup>	Monitor PLT consistency, effectiveness, and attendance.	Daniels	PD on PLC implementation,	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Dec 1 <sup>st</sup>	Consistent and effective schoolwide implementation of PLT by grade-level	Development of common formative assessments for all grade levels and all	
Nov 1 <sup>st</sup>	Needs assessment protocol is implemented to identify areas in need	100% staff responding to identified needs	

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

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> TBD Admin intern
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

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.

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

In 2023-24, Delaware was in the early stages of understanding the critical components of PLC. This year, teachers will utilize their morning team time to create PLC’s that align with the collaborative commitments.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 15 <sup>th</sup>	Develop common formative assessments to measure student progress.	Porcello	Protected meeting time Instructional Coach District coach	
Jan 31 <sup>st</sup>	Analysis of formative assessment data	Porcello	Teachers Protocol for analyzing data PD on data analysis	
Feb 1 <sup>st</sup>	Identify students' academic needs and develop a plan to improve them.	Admin intern, TBD	Protected meeting time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 15 <sup>th</sup>	Development of formative assessment tool	Formative Assessments implemented in all classrooms	
Jan 31 <sup>st</sup>	Utilization of formative assessment tool developed by the grade-level	Individualized plan for all identified student created	

**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.

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> Admin Intern, TBD
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
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.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, Delaware was in the early stages of understanding the critical components of PLC. This year, teachers will utilize their morning team time to create PLC’s that align with the collaborative commitments.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 15 <sup>th</sup>	Analyze and revise the PLT process for effectiveness	Faircloth,	Analysis protocol	
May 15 <sup>th</sup>	Update and prioritize professional development strategies based on the analysis of the PLT process	Newsome	Analysis protocol	
May 30 <sup>th</sup>	Identify best practices and strengths/weaknesses to assist in planning for the 25-26 SCEP through staff survey	Newsome	Time for collaboration with different grade levels.	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
May 30 <sup>th</sup>	Staff survey	100% of staff complete the survey	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 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.

<b>Key Strategy 2:</b> Effective Unit Lesson Planning	<b>School Lead:</b> H. Porcello
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**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
 NWEA, Great Minds, & core fluency data shows slow progress towards proficiency with most Delaware students. Our team has identified the following root causes: 1) essential standards are not understood by teachers 2) essential standards are not being prioritized in instruction, 3) effective instructional practices are not being implemented.

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

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Sept 5 <sup>th</sup>	Unpack the first module to guide backwards planning for each grade level team prioritizing essential standards.	Daniels	District math coach Math content liaison Protected PLC time Pre-assessment results on Great Minds	
Sept 31 <sup>st</sup>	Develop a walkthrough tool to monitor implementation of best practices around the teaching of essential standards.	Daniels	District math coach Math content liaison	
Oct 15 <sup>th</sup>	Schedule time to collaborate with Math content liaison, QR, and AIS teacher to identify and implement small group instructional strategies around essential standards for each module.	Daniels	Exit tickets Core set fluency Great Minds assessments Math Surveys	
Oct 31 <sup>st</sup>	Analyze exit tickets aligned to essential standards & biweekly fluency sets to progress monitor results.	Daniels		

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Sept 15 <sup>th</sup>	All grade level teams backwards plan units in collaboration with instructional coach during Math PLT	PLT observations reveal that teachers are actively participating in backwards planning	
Oct 15 <sup>th</sup>	Walkthrough Data	100% of staff implementing aligned and effective lesson plans	
Oct 31 <sup>st</sup>	QR/AIS teacher provides support to teachers related to small group strategies on essential standards to improving student outcomes.	25% of students will demonstrate growth at all grade-levels on NWEA	

**Notes/Reflections/Potential Adjustments to Inform November – December 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.

<b>Key Strategy 2:</b> Effective Unit Lesson Planning	<b>School Lead:</b> H. Porcello
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**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
 NWEA, Great Minds, & core fluency data shows slow progress towards proficiency with most Delaware students. Our team has identified the following root causes: 1) essential standards are not understood by teachers 2) essential standards are not being prioritized in instruction, 3) effective instructional practices are not being implemented.

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

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1st	Continue to unpack modules to guide backwards planning for each grade level team prioritizing essential standards.	Daniels	District math coach Math content liaison Protected PLC time	
Nov 15 <sup>th</sup>	Schedule time to collaborate with Math content liaison, QR, and AIS teacher to identify and implement small group instructional strategies around essential standards for each module.	Daniels	Exit tickets Core set fluency Great Minds assessments Math Surveys	
Dec 20th	Analyze exit tickets & biweekly fluency set to progress monitor results.	Daniels		

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov 15 <sup>th</sup>	All grade level teams backwards plan units in collaboration with instructional coach during Math PLT	PLT observations reveal that teachers are actively participating in backwards planning	
Nov 15 <sup>th</sup>	Walkthrough Data	100% of staff implementing aligned and effective lesson plans	
Dec 31 <sup>st</sup>	NWEA	50% of students will demonstrate growth at all grade-levels	

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

**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.

<b>Key Strategy 2:</b> Effective Unit Lesson Planning	<b>School Lead:</b> H. Porcello
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 NWEA, Great Minds, & core fluency data shows slow progress towards proficiency with most Delaware students. Our team has identified the following root causes: 1) essential standards are not understood by teachers 2) essential standards are not being prioritized in instruction, 3) effective instructional practices are not being implemented.

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

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 3 <sup>rd</sup>	Continue to unpack modules to guide backwards planning for each grade level team prioritizing essential standards.	Daniels	District math coach Math content liaison Protected PLC time Pre-assessment results on Great Minds	
Jan 15 <sup>th</sup>	Update walkthrough “look fors” to include strategies provided to staff during PLT time.	Daniels	Exit tickets Core set fluency Great Minds assessments Math Surveys	
Mar 31 <sup>st</sup>	Analyze exit tickets aligned to essential standards and biweekly fluency sets to progress monitor results.	Daniels Porcello	Exit tickets	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Feb 1 <sup>st</sup>	Unpacking of unit completed 2 weeks before unit starts.	Grade level teams backwards planning of units in collaboration with instructional coach during Math PLT	
March 1 <sup>st</sup>	Walkthrough “Look fors”	75% of staff utilizing identified strategies	
March 31 <sup>st</sup>	NWEA	75% of students will demonstrate growth at all grade-levels on NWEA	

**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.

<b>Key Strategy 2:</b> Effective Unit Lesson Planning	<b>School Lead:</b> H. Porcello
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 NWEA, Great Minds, & core fluency data shows slow progress towards proficiency with most Delaware students. Our team has identified the following root causes: 1) essential standards are not understood by teachers 2) essential standards are not being prioritized in instruction, 3) effective instructional practices are not being implemented.

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

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 1st	Update and revise professional development to differentiate for identified staff	Daniels	District math coach Math content liaison Protected PLC time Pre-assessment results on Great Minds	
Apr 29th	Analyze data from the walkthrough “Look fors”	Admin Intern. TBD	Exit tickets Core set fluency Great Minds assessments Math Surveys	
May 30th	Create, implement, and analyze a staff survey	Daniels	Time People	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr 1 <sup>st</sup>	Professional Development	100% of staff have participated in professional development	
May 1st	Staff survey	Determined best practices of unpacking of the units	
June 1st	Walkthrough	100% of the staff utilizing provided strategies	
June 30th	NWEA	85% of students demonstrate growth at all grade levels on NWEA	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**

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

<b>Key Strategy 1:</b> Implementing Effective Attendance Team	<b>School Lead:</b> Daniels
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on historically high levels of chronic absenteeism at Delaware, our school needs to refine the protocols and practices of the attendance team to make them more effective. Additionally, our school wide data reveals the need for an impactful attendance team that monitors student absenteeism thoroughly and provides regular communication between staff, students, and family.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our current attendance teams did not have effective structures or protocols for monitoring attendance and coordinating efforts between parties. Through collaboration with district attendance coordinators, Delaware will follow the suggested plan for creating an effective attendance team by setting goals, establishing a shared vision, formulating a comprehensive team, and allocating adequate time for daily attendance check ins.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug 31 <sup>st</sup>	Identify attendance and impact team members and assign specific roles to each team member with clearly defined responsibilities.	Admin (Erica Daniels, Lead)	Data dashboard, School tool, District data liaison, dedicated time.	
Aug 31 <sup>st</sup>	Generate a living document of students from 2023-24 school year that were chronically absent or at risk and make initial home visits to those families.	Admin (Erica Daniels, Lead)	Data dashboard, School tool, District data liaison, dedicated time.	
Sept 13 <sup>th</sup>	Design a shared attendance goal for the school that is specific, measurable, achievable, relevant, and time bound.	Admin (Erica Daniels, Lead)	Data dashboard, School tool, District data liaison, dedicated time.	
Sept 13 <sup>th</sup>	Establish and implement a protocol for attendance team that includes daily monitoring, clear communication, incentives, home visits, and coordination with outside agencies.	Admin (Erica Daniels, Lead)	Data dashboard, School tool, District data liaison, dedicated time. Budget for attendance incentives.	
Sept 13 <sup>th</sup>	Train attendance team members so they know how to access school attendance data, how to interpret data, and how to properly document work in school tool.	Admin (Erica Daniels, Lead)	Data dashboard, School tool, District data liaison, dedicated time.	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 30 <sup>th</sup> Oct 31 <sup>st</sup>	Chronic Absenteeism Rate (CA) for School	A 5% decrease in the percentages of CA as compared to last year.	

Sept 30 <sup>th</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%.	
Oct 31 <sup>st</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%. 100% of homeroom teachers take attendance on time.	
Oct 31 <sup>st</sup>	Perfect Attendance Awards	20% of students will receive perfect attendance.	

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

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

<b>Key Strategy 1:</b> Implementing Effective Attendance Team	<b>School Lead:</b> Daniels
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on historically high levels of chronic absenteeism at Delaware, our school needs to refine the protocols and practices of the attendance team to make them more effective. Additionally, our school wide data reveals the need for an impactful attendance team that monitors student absenteeism thoroughly and provides regular communication between staff, students, and family.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our current attendance teams did not have effective structures or protocols for monitoring attendance and coordinating efforts between parties. Through collaboration with district attendance coordinators, Delaware will follow the suggested plan for creating an effective attendance team by setting goals, establishing a shared vision, formulating a comprehensive team, and allocating adequate time for daily attendance check ins.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 1 <sup>st</sup>	Create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress.	Admin (Erica Daniels, Lead) Attendance Team Impact Team	Data dashboard, School tool, District data liaison, dedicated time. Budget for attendance incentives.	
Nov 1 <sup>st</sup>	Prioritize time daily for attendance team members to have dedicated time daily to do attendance work (data analysis, home visits, phone calls) and ensure that attendance meetings are held weekly with minutes maintained.	Admin (Erica Daniels, Lead) Attendance Team Impact Team	Data dashboard, School tool, District data liaison, dedicated time.	
Nov 10 <sup>th</sup>	Establish and implement monthly meetings with community partners, outside agencies, and impact team to coordinate attendance efforts.	Admin (Erica Daniels, Lead) Attendance Team Community Partners Outside Agencies Impact Team	Data dashboard, School tool, District data liaison, dedicated time.	
Dec 13 <sup>th</sup>	Monitor and provide feedback to attendance team members on their daily monitoring, clear communication, incentives, home visits, and coordination with outside agencies.	Admin (Erica Daniels, Lead) Attendance Team Community Partners Outside Agencies	Data dashboard, School tool, District data liaison, dedicated time.	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 30 <sup>th</sup>	Chronic Absenteeism Rate for School	A 10% decrease in the percentages of CA as compared to last year.	
Nov. 30 <sup>th</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%.	

Dec. 31 <sup>st</sup>	Chronic Absenteeism Rate for School	A 10% decrease in the percentages of CA as compared to last year.	
Dec. 31 <sup>st</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%. 100% of homeroom teachers take attendance on time.	
MP2	Perfect Attendance Awards	40% of students will receive perfect attendance.	

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

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

<b>Key Strategy 1:</b> Implementing Effective Attendance Team	<b>School Lead:</b> Daniels
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on historically high levels of chronic absenteeism at Delaware, our school needs to refine the protocols and practices of the attendance team to make them more effective. Additionally, our school wide data reveals the need for an impactful attendance team that monitors student absenteeism thoroughly and provides regular communication between staff, students, and family.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our current attendance teams did not have effective structures or protocols for monitoring attendance and coordinating efforts between parties. Through collaboration with district attendance coordinators, Delaware will follow the suggested plan for creating an effective attendance team by setting goals, establishing a shared vision, formulating a comprehensive team, and allocating adequate time for daily attendance check ins.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 3 <sup>rd</sup>	Continue to create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time. Budget for attendance incentives.	
Jan 10 <sup>th</sup>	Continue to follow the schedule to ensure that attendance and impact team members have current student data to share with families when making phone calls and completing home visits.	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time.	
Jan 17 <sup>th</sup>	Continue to monitor students who are approaching or chronically absent daily through coordination with attendance team, impact team, families, and outside agencies.	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time.	
Jan 31 <sup>st</sup>	Reassess, amend, delete, and alter the current attendance process and make changes accordingly	Admin (Erica Daniels, lead)	Data dashboard, School Tool, District data liaison, dedicated time, people	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31 <sup>st</sup>	Chronic Absenteeism Rate for School	A 12% decrease in the percentages of CA as compared to last year.	
Jan 31 <sup>st</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%.	
Feb 28 <sup>th</sup>	Chronic Absenteeism Rate for School	A 15% decrease in the percentages of CA as compared to last year.	
Feb 28 <sup>th</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%. 100% of homeroom teachers will submit attendance on time.	



Mar 31 <sup>st</sup>	Chronic Absenteeism Rate for School	A 17% decrease in the percentages of CA as compared to last year.	
Mar 31 <sup>st</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%. 100% of homeroom teachers will submit attendance on time.	
MP3	Perfect Attendance Awards	20% of students will receive perfect attendance.	

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

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

<b>Key Strategy 1:</b> Implementing Effective Attendance Team	<b>School Lead:</b> Daniels
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**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on historically high levels of chronic absenteeism at Delaware, our school needs to refine the protocols and practices of the attendance team to make them more effective. Additionally, our school wide data reveals the need for an impactful attendance team that monitors student absenteeism thoroughly and provides regular communication between staff, students, and family.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Our current attendance teams did not have effective structures or protocols for monitoring attendance and coordinating efforts between parties. Through collaboration with district attendance coordinators, Delaware will follow the suggested plan for creating an effective attendance team by setting goals, establishing a shared vision, formulating a comprehensive team, and allocating adequate time for daily attendance check ins.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 5 <sup>th</sup>	Continue to create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time. Budget for attendance incentives.	
Apr 5 <sup>th</sup>	Continue to follow the schedule to ensure that attendance and impact team members have current student data to share with families when making	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time.	
April 15 <sup>th</sup>	Analyze Chronic Attendance Data	Admin (Erica Daniels, lead)	Data dashboard, School Tool Attendance Reports People Prioritized Time	
May 15 <sup>th</sup>	Continue to monitor students who are approaching or chronically absent daily through coordination with attendance team, impact team, families, and outside	Admin (Erica Daniels, lead)	Data dashboard, School tool, District data liaison, dedicated time, and	
May 15 <sup>th</sup>	Identify strengths and weaknesses in the attendance process and revise	Admin (Erica Daniels, lead)	Notecatcher (strengths/weakness) Attendance Protocol Dedicated Time	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Apr 30 <sup>th</sup>	Chronic Absenteeism Rate for School	A 20% decrease in the percentages of CA as compared to last year.	
Apr 30 <sup>th</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%.	
May 31 <sup>st</sup>	Chronic Absenteeism Rate for School	A 23% decrease in the percentages of CA as compared to last year.	

May 31 <sup>st</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%.	
June 24 <sup>th</sup>	Chronic Absenteeism Rate for School	A 25% decrease in the percentages of CA as compared to last year.	
June 24 <sup>h</sup>	Daily Homeroom Attendance Percentage	All homerooms maintain daily attendance percentages of 80-90%. 100% of teachers are taking attendance daily.	
MP4	Perfect Attendance Awards	25% of students will receive perfect attendance.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**

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

<b>Key Strategy 2:</b> School-wide Daily Attendance taking protocol	<b>School Lead:</b> Admin Team (Daniels, lead)
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our school attendance data revealed several avoidable errors that impacted on our school’s overall attendance rating. These errors were due to a lack of efficient attendance taking protocols at the classroom level and a lack of effective follow-up at the school level.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
For the 2024-2025 school year, we will dedicate time at the start of the school year to explicitly train teachers on how to take attendance via school tool and how to reconcile attendance each day. Additionally, we will establish and share a clear and concise protocol for following up on students who are absent or are inaccurately tagged.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug. 31 <sup>st</sup>	Develop a plan for how daily attendance will be taken and provide professional development for the staff on maintaining accurate attendance records, reconciling daily, and discussing the roles of the attendance support team within the building.	Admin Team (Daniels, lead) Attendance Team Impact Team	Professional development for all staff on School tool	
Aug. 31 <sup>st</sup>	Establish and share a clearly defined procedure for taking daily attendance, reconciling attendance, handling tardies, and communicating concerns with other staff members and families.	Attendance team Impact team	School tool, dedicated time	
Sept 6 <sup>th</sup>	Dedicate one PLC time per week to attendance data analysis, parent outreach, and weekly reconciliation.	Admin Team (Daniels, lead) Attendance Team Impact Team Grade Level Teams	PLC time for all staff	
Sept 13 <sup>th</sup>	Create a Rapid Response team to assist with daily monitoring of absent students and further communication with families.	Attendance team Impact team	School tool, dedicated time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 31 <sup>st</sup>	Daily attendance-taking percentage	An increase of at least 98% of homeroom teachers taking attendance accurately and on time. 100% of teachers will take attendance on time.	
Oct 31 <sup>st</sup>	PLC Meeting Minutes	All grade levels completing meeting minutes that include attendance protocols for their grade level.	
Oct 31 <sup>st</sup>	School Tool Notes	An increase of 10% more outreach notes included in school tool than previous school year.	

**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.

<b>Key Strategy 2:</b> School-wide Daily Attendance Protocol	<b>School Lead:</b> Admin Team (Daniels, lead)
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our school attendance data revealed several avoidable errors that impacted on our school’s overall attendance rating. These errors were due to a lack of efficient attendance taking protocols at the classroom level and a lack of effective follow-up at the school level.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
For the 2024-2025 school year, we will dedicate time at the start of the school year to explicitly train teachers on how to take attendance via school tool and how to reconcile attendance each day. Additionally, we will establish and share a clear and concise protocol for following up on students who are absent or are inaccurately tagged.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov 8 <sup>th</sup>	Create a monitoring tool to provide rapid response team documenting calls and texts absent students daily and documents communication with family.	Daniels, Lead	School Tool, designated time	
Nov 8 <sup>th</sup>	Ensure that the attendance team collects the names of students with attendance concerns from the rapid response team and intervenes as necessary.	Daniels, Lead	School Tool, designated time	
Nov 8 <sup>th</sup>	Dedicate one PLC time per week to attendance data analysis, parent outreach, and weekly reconciliation. Include members of the attendance/impact team in weekly PLCs to coordinate efforts.	Admin (Daniels, Lead)	School Tool, PLC time	
Nov 29 <sup>th</sup>	Ensure that the impact team collects the names of students with attendance concerns from the attendance team and completes a home visit.	Daniels, Lead	School tool, designated time	
Dec. 31 <sup>st</sup>	Monitor and evaluate attendance taking procedures and refine protocols as needed.	Admin (Daniels, lead)	School Tool	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec 31 <sup>st</sup>	Daily attendance-taking percentage	An increase of homeroom teachers taking attendance accurately and on time. 100% of homeroom teachers will take attendance on time.	
Dec 31 <sup>st</sup>	PLC Meeting Minutes	An increase of staff collaboration regarding attendance and attendance concerns.	
Dec 31 <sup>st</sup>	School Tool Notes	15% more outreach notes included in school tools than in the previous years.	

**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.

<b>Key Strategy 2:</b> School-wide Daily Attendance Protocol	<b>School Lead:</b> Admin Team (Daniels, lead)
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our school attendance data revealed several avoidable errors that impacted on our school’s overall attendance rating. These errors were due to a lack of efficient attendance taking protocols at the classroom level and a lack of effective follow-up at the school level.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
For the 2024-2025 school year, we will dedicate time at the start of the school year to explicitly train teachers on how to take attendance via school tool and how to reconcile attendance each day. Additionally, we will establish and share a clear and concise protocol for following up on students who are absent or are inaccurately tagged.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan 3 <sup>rd</sup>	Conduct weekly meetings with the rapid response team, to review calls, texts and documentation for absent students/CA students.	Admin (Daniels, Lead)	School Tool, designated time	
Jan 3 <sup>rd</sup>	Create interventions for students who continue with attendance concerns.	Admin (Daniels, Lead)	School Tool, designated time	
Jan 28 <sup>th</sup> Feb 28 <sup>th</sup> Mar 28 <sup>th</sup>	Conduct home visits for students who are consistently chronically absent.	Admin (Daniels, Lead)	School Tool, designated time	
Mar 28 <sup>th</sup>	Dedicate one PLC time per week to attendance data analysis, parent outreach, and weekly reconciliation. Include members of the attendance/impact team in weekly PLCs to coordinate efforts.	Admin (Daniels, Lead)	School Tool, PLC time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Mar 31 <sup>st</sup>	Daily attendance-taking percentage	An increase of homeroom teachers taking attendance accurately and on time. 100% of homeroom teachers will take attendance on time.	
Mar 31 <sup>st</sup>	Home Visits	An increase of 5% of students who are consistently chronically absent	
Mar 31 <sup>st</sup>	Student intervention documentation	Interventions created and implemented for consistently CA students	

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

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

<b>Key Strategy 2:</b> School-wide Daily Attendance Protocol	<b>School Lead:</b> Admin Team (Daniels, lead)
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Our school attendance data revealed several avoidable errors that impacted on our school’s overall attendance rating. These errors were due to a lack of efficient attendance taking protocols at the classroom level and a lack of effective follow-up at the school level.

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For the 2024-2025 school year, we will dedicate time at the start of the school year to explicitly train teachers on how to take attendance via school tool and how to reconcile attendance each day. Additionally, we will establish and share a clear and concise protocol for following up on students who are absent or are inaccurately tagged.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b>	<b>P</b>
Apr 5 <sup>th</sup>	Analyze Attendance Reports	Admin (Daniels, lead)	School Tool, designated time	
Apr 5 <sup>th</sup>	Survey all staff, students and families on the school's attendance protocols	Admin (Daniels, lead)	School Tool, designated time	
June 20 <sup>th</sup>	Continue to conduct home visits	Admin (Daniels, lead)	School Tool, designated time	
June 20 <sup>th</sup>	Review and revise dedicated PLC time used for addressing attendance concerns, parent outreach protocols and attendance reconciliation structures.	Admin (Daniels, lead)	School Tool, PLC time	
June 20 <sup>th</sup>	Survey staff to assess the effectiveness of the schoolwide protocols and make recommendations for the upcoming school year.	Admin		

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jun 25 <sup>th</sup>	Daily attendance-taking percentage	An increase of homeroom teachers taking attendance accurately and on time. 100% of homeroom teachers will take attendance on time.	
Jun 25 <sup>th</sup>	PLC Meeting Minutes	An increase of staff collaboration regarding attendance and attendance concerns	
Jun 25 <sup>th</sup>	School Tool Notes	15% more outreach notes included in school tools than in the previous years.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning**



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

<b>Key Strategy 1:</b> Staff to Student Check-ins	<b>School Lead:</b> Faircloth
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
According to the needs assessment, 50% of students feel as if they belong and are welcomed at the school. The staff and student check-ins can be a way to assist with building relationships, increase a greater sense of student belonging, increase student attendance for those chronically absent, while mitigating/reducing behavioral concerns. A few possible root causes can be students don't feel supported or welcomed by staff, we do not examine this data closely or effectively, there needs to be more opportunities for staff to welcome students throughout the school day.

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

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Sep 15 <sup>th</sup>	Identify survey group data team members and assign specific roles to each member w/clearly defined responsibilities.	Moshiena Faircloth (Lead)	PLT time (Monday mornings) Staff who are student check in partners Grade-level Team Leads -	
Sep 30 <sup>th</sup>	Create and distribute a staff survey and utilize data to form check in groups.	Faircloth (Lead)		
Sep 30 <sup>th</sup>	Create a shared document of students and their staff pair.	Molli Brown (Lead)	PLT Time CBO staff (FS3, Promise Zone, Liberty Resources) Delaware Padlet	
Sep 30 <sup>th</sup>	Establish, implement and provide specific professional development that includes proper use of student- staff check in documentation, check in protocols, weekly progress monitoring, collection of data and clear communication.	Bonna Merrick	PLT Time CBO staff Grade-level Team members	
Oct 15 <sup>th</sup>	Develop a student check-in documentation sheet and student summary sheet (used bi-monthly) that includes a timeline of check in dates and times, progress monitoring dates and student documentation sheets submittals for staff reference when completing their daily two-minute check-ins with students.	Molli Brown	Copies from Print Shop Check in Form Finalized PD Time to review documentation for check in's w/Staff Schedule/Timelines for staff to know (send to print shop, carbon copied (3))	
Oct. 15 <sup>th</sup>	Train survey team members so they understand how to collect and analyze data collected from student daily documentations.	Faircloth (Lead)	SCEP Survey Team Staff	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Oct 31 <sup>st</sup>	Daily Student Documentation sheets	Decrease in student referrals by 10% by October 31 <sup>st</sup>	
Oct 31 <sup>st</sup>	Bi-monthly student summary sheets analyzed	Identified baselines for all students	
Oct 31 <sup>st</sup>	Bi-monthly staff summary sheets analyzed	Identified baseline for all staff	

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

Due to the organization of the student-Staff Check-ins and groupings the beginning check-ins will not be scheduled until the third week of September.

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

<b>Key Strategy 1:</b> Staff to Student Check-ins	<b>School Lead:</b> Faircloth
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**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
According to the needs assessment, 50% of students feel as if they belong and are welcomed at the school. The staff and student check-ins can be a way to assist with building relationships, increase a greater sense of student belonging, increase student attendance for those chronically absent, while mitigating/reducing behavioral concerns. A few possible root causes can be students don't feel supported or welcomed by staff because they haven't built relationships with staff, we do not examine data closely or effectively resulting in students feeling a limited sense of belonging, there needs to be more opportunities for staff to welcome students throughout the school day.

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

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov 30 <sup>th</sup>	Implement PD opportunities monthly for staff to analyze student check in data.	Moshiena Faircloth (Lead)	Instructional Coach District Data Liaison PD Time	
Nov 30 <sup>th</sup>	Conduct (staff) 2 min check-ins daily using student documentation sheets daily with students	Moshiena Faircloth (Lead)	Staff Arrival/Dismissal Duty Documentation Sheet	
Nov 30 <sup>th</sup>	Analyze the student summary protocol sheet used for each student to document their experience with student check ins.	(Lead) Bonna Merric		
Dec 15 <sup>th</sup>	Create a Survey for staff to be used quarterly (first time in December) on their experiences with student check-ins.	(Lead) Molli Brown	Survey Form Staff	
Dec 30 <sup>th</sup>	Facilitate grade-level team meetings and staff meetings (monthly) to share the findings, trends and themes from data analyzed.	(Lead) Molli Brown	Survey Data from student check in by staff Visual created to share data with staff	
Dec 30 <sup>th</sup>	Analyze, collect and organize data from student documentation and summary sheets during PLT time, monthly.	(Lead) Bonna Merrick	Staff PLT Team PD	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Dec 30 <sup>th</sup>	Staff Survey Forms	Increase of 10% of completed survey forms	
Dec 30 <sup>th</sup>	Student documentation sheets	All students completed documentation sheets	

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

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

<b>Key Strategy 1:</b> Staff to student Check in	<b>School Lead:</b> Faircloth
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
According to the needs assessment, 50% of students feel as if they belong and are welcomed at the school. The staff and student check-ins can be a way to assist with building relationships, increase a greater sense of student belonging, increase student attendance for those chronically absent, while mitigating/reducing behavioral concerns. A few possible root causes can be students don't feel supported or welcomed by staff because they haven't built relationships with staff, we do not examine data closely or effectively resulting in students feeling a limited sense of belonging, there needs to be more opportunities for staff to welcome students throughout the school day.

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This is a new strategy for Delaware Primary.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 31 <sup>st</sup>	Continue to Implement PD opportunities monthly for staff to analyze student check in data using previously created note catcher.	Moshiena Faircloth	Instructional Coach District Data Liaison PD Time	
Feb 15 <sup>th</sup>	Continue to conduct (staff) 2 min check-ins daily using student documentation sheets daily with students	Moshiena Faircloth	Staff Arrival/Dismissal Duty Documentation Sheet	
Feb 28 <sup>th</sup>	Continue to survey staff quarterly and monitor students who are doing well with the check-ins and identify students who need additional support	Molli Brown	Survey Form Staff	
Mar 30 <sup>th</sup>	Conduct the Spring Climate Survey and compare data with Student –Staff Documentation	Moshiena Faircloth	Staff, Students, Families	
Mar 30 <sup>th</sup>	Train and provide staff with time to create a support plan (with CBO’s) for students who need specific check-in plans.	Moshiena Faircloth	All Staff	
Mar 30 <sup>th</sup>	Continue to share out data with staff during staff meetings and grade-level team meetings.	Bonna Merrick	All Staff	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31 <sup>st</sup>	Climate Survey	Increase in student sense of belonging and support from staff by 20% from November to December.	
Feb 28 <sup>th</sup>	Staff Survey	Plans created for all students who were identified as needing additional support	
Mar 30 <sup>th</sup>	Student Documentation sheets	Increase of 20% from quarter 1 around student sense of belonging	

**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.

<b>Key Strategy 1:</b> Staff to student Check in	<b>School Lead:</b> Faircloth
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**Using the school's needs assessment and considering root causes, why is the school selecting this strategy?**  
According to the needs assessment, 50% of students feel as if they belong and are welcomed at the school. The staff and student check-ins can be a way to assist with building relationships, increase a greater sense of student belonging, increase student attendance for those chronically absent, while mitigating/reducing behavioral concerns. A few possible root causes can be students don't feel supported or welcomed by staff because they haven't built relationships with staff, we do not examine data closely or effectively resulting in students feeling a limited sense of belonging, there needs to be more opportunities for staff to welcome students throughout the school day.

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

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Apr 30 <sup>th</sup>	Continue to conduct (staff) 2 min check-ins daily using student documentation sheets daily with students	Faircloth (Lead) Molli Brown Bonna Merrick	PLT Time	
May 30 <sup>th</sup>	Continue to monitor student staff check-ins and timeline.	Faircloth (Lead) Molli Brown Bonna Merrick	PLT Time	
May 30 <sup>th</sup>	Revise and Review support plans for identified students who need additional support w/CBO's and begin to construct new plans for identified students for next year.	Faircloth Molli Brown Bonna Merrick		
Jun 30 <sup>th</sup>	Continue to share out data with staff during staff meetings and grade-level team meetings.	Faircloth (Lead) Molli Brown Bonna Merrick	PLT Time	
Jun 30 <sup>th</sup>	Create a draft plan for student and staff check in for the next school year to share with all staff in the fall.	Bonna Merrick (Lead)		

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 30 <sup>th</sup>	Student support plans	-15% Decrease in student behaviors according to student discipline reports pulled up to May 31 <sup>st</sup> .	
June 30 <sup>th</sup>	Student Documentation Sheet	100% of students are checking in daily with their staff check in partners.	
June 30 <sup>th</sup>	Student Survey Form	Increase of 30% of students feeling a sense of belonging and support from their teachers from the previous survey.	

**Notes/Reflections/Potential Adjustments to Inform 2025-26 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.

<b>Key Strategy 2:</b> Student Voice	<b>School Lead:</b> Faircloth
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our climate survey, we concluded that student voice was not evident within the school climate, culture and academics. We identified some possible root causes, 1.) we have not provided a diverse set of students with multiple opportunities to draw upon student voice within the school building, 2.) we need to prioritize sharing, analyzing and collecting information gathered from the climate survey more efficiently and effectively as to integrate more student voice 3.) Student voice is not included in academic decisions made within the school.

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

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Sept 30 <sup>th</sup>	Create guidelines for student representatives and the school survey team, share with all staff and students and then choose student representatives to be part of SLT, DEB, ILT and CET committees and teams.	Faircloth (Lead)	PLT time to create guidelines and protocols	
Sept 30 <sup>th</sup>	Analyze, create a document to share the survey data from the past year with students during community meetings and with staff during staff and grade-level meetings.	Faircloth (Lead)	Survey Data from previous year, PLT Time	
Sept 30 <sup>th</sup>	Meet with the Principals cabinet and Student council and commit to three focus areas or goals in which to include student voice within the building.	Drioni Vergara	PLT Time Guideline protocol sheet Staff meeting agenda	
Oct 15 <sup>th</sup>	Provide professional development to all staff and student representatives on the climate survey and the staff feedback form. “What is the climate survey and how does it benefit all members of the school?”	(Lead) Molli Brown	PLT time to create PD	
Oct 15 <sup>th</sup>	Create a Principals Cabinet (one student from each class) and Student Council (grades 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> With diverse members which will represent the student voice for their classes and meet monthly.	Drioni Vergara (Lead)	Students  PLT Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct 30 <sup>th</sup>	Focus Group Goals identified	2-3 Focus group goals identified for the 24-25 school year	
Sep 30 <sup>th</sup>	Elect the Principal Cabinet/Student Council members	All members elected represent diversity which is represented among 100% of the student population.	

**Notes/Reflections/Potential Adjustments to Inform November – December 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.

<b>Key Strategy 2:</b> Student Voice	<b>School Lead:</b> Faircloth
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our climate survey, we concluded that student voice was not evident within the school climate, culture and academics. We identified some possible root causes, 1.) we have not provided a diverse set of students with multiple opportunities to draw upon student voice within the school building, 2.) we need to prioritize sharing, analyzing and collecting information gathered from the climate survey more efficiently and effectively as to integrate more student voice 3.) Student voice is not included in academic decisions made within the school.

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 This is a new strategy for Delaware Primary.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov 30 <sup>th</sup>	Create a –10 questions survey	Molli Brown (Lead)	PLT time to meet Survey questions	
Nov 30 <sup>th</sup>	Survey all students (1 <sup>st</sup> – 5 <sup>th</sup> grade)	Drioni Vergara	Survey questions created Meeting time w/Student council and Principals cabinet	
Nov 30 <sup>th</sup>	Analyze survey results	Merrick (Lead)	PLT time to document readjustments	
Nov 30 <sup>th</sup>	Conduct and facilitate meetings with all students (grades 1 <sup>st</sup> – 5 <sup>th</sup> ) and discuss why student voice is an important part of building school culture and the decision-making process.	Faircloth (Lead)	Meeting time Community meeting agenda	
Dec 31 <sup>st</sup>	Create a timeline and data protocol used by the survey team that analyzes the climate survey, student and staff surveys and provides all stakeholders with a timeline of when these will be complete.	Molli Brown	Timeline Data protocol sheet Climate data information Specific time to meet	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Nov 30 <sup>th</sup>	Student Survey Created and Administered	5-10 question survey created and administered to all students 1 <sup>st</sup> -5 <sup>th</sup>	
Dec 30 <sup>th</sup>	Meetings conducted with staff and students	100% of students understand why student voice is important	

**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.

<b>Key Strategy 2:</b> Student Voice	<b>School Lead:</b> Faircloth
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 This is a new strategy for Delaware Primary.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Jan 31 <sup>st</sup>	Create a note catcher that students can use to document information and add voice when attending school committee and teams to share with their homeroom classes and train students how to use the document.	Moshiena Faircloth (Lead)	Note catcher Committee times to meet Time to train students	
Feb 28 <sup>th</sup>	Continue to survey students (reassess and/amend survey questions)	Principal Cabinet Lead	Student survey	
Mar 30 <sup>th</sup>	Continue analyzing survey data and identifying two more focus areas for the school year's second semester.	Bonna Merrick	Survey analysis sheet	
Mar30th	Continue to implement and monitor plan fully revise the data summary form for the second quarter of school.	(Lead) Molli Brown	Data summary form	
Mar 30 <sup>th</sup>	Continue to facilitate staff meetings and community meetings with students	Moshiena Faircloth (Lead)	Meeting agendas Time on staff meeting schedule Time on community meeting schedule	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31 <sup>st</sup>	Students joining school committees and teams	1-2 student members represented on ILT, SLT, DEB and CET committees and school teams	
Feb 28 <sup>th</sup>	Student Survey Questions	5 survey question completed	
Mar 30 <sup>th</sup>	Summary Form	Revised according to survey data	

**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.

<b>Key Strategy 2:</b> Student Voice	<b>School Lead:</b> Faircloth
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
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 This is a new strategy for Delaware Primary.

<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Apr 30 <sup>th</sup>	Continue to reassess and monitor whether student voice has increased by surveying students, families, and staff	(Lead) Molli Brown	Student surveys Family survey Time to create the survey Time to share the survey with students, families and staff	
May 31st	Post student responses to survey on bulletin boards throughout the building with student responses feedback form included for students to provide feedback to student responses	Molli Brown	Student Responses feedback form Bulletin boards Time to plan, create and complete bulletin boards	
May 31st	Create an end of the year survey for students to gain perspective on student voice within the building.	Merrick	EOY survey	
Jun 30 <sup>th</sup>	Continue to implement and monitor plan fully using a data summary form for the second semester of school.	Merrick	Data summary form	
Jun 30 <sup>th</sup>	Continue to facilitate staff meetings and community meetings with students	Faircloth (Lead)	Meeting agendas Time on staff meeting schedule Time on community meeting schedule	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
April 30	EOY survey	10 EOY survey questions created	
May 31	Bulletin Board	Bulletin Board created	
June 30	Data Summary Sheet	100% of teachers completing the data summary sheet	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

## END OF YEAR SURVEY

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

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

	<b>Student Survey Questions</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	How positive or negative is the energy of the school? (SC1)	60% favorable	95% Favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	28% favorable	95% Favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	71% favorable	95% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	20% favorable	95% Favorable	
5	How often do students get into physical fights at your school? (SS2)	30 % favorable	95% Favorable	
6	How often do you worry about violence at your school? (SS4)	36% favorable	95% Favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	62% favorable	95% Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	72% favorable	95% Favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	67% favorable	95% Favorable	
10	How respectful is your teacher towards you? (TSR4)	81% favorable	95% Favorable	

	<b>Family Survey Questions</b> (From Spring Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
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)	89% favorable	95% Favorable	
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)	94% favorable	95% Favorable	
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)	97% favorable	95% Favorable	
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)	97% favorable	95% Favorable	
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)	91% favorable	95% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	63% favorable	95% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	81% favorable	95% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	74% favorable	95% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	84% favorable	95% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	78% favorable	95% Favorable	

## 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
<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>
Moshiena Faircloth	Principal		2/14	2/28	3/13	4/10	4/19	5/15, 5/22, 6/6
Laurie Newsome	Vice Principal		2/14	2/28	3/13	4/10	4/19	5/15, 5/22, 6/6
Erica Daniels	Admin Intern		2/14	2/28	3/13		4/19	
Jamie Sanjurjo	Admin Intern		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Heather Porcello	Instructional Coach		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Molli Brown	Teacher		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Trevor Krueger	Teacher			2/18	3/13		4/19	5/15, 5/22, 6/6
Jennifer Ayers	Teacher		2/14		3/13	4/10		5/15, 5/22, 6/6
Angela Slechta	Teacher		2/14	2/18	3/13	4/10	4/19	5/22, 6/6
Drioni Vergara	Teacher					4/10	4/19	5/15, 5/22, 6/6
Erin LeBlanc	Teacher		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Catehrine Dziedzic	Teacher			2/18	3/13	4/10	4/19	5/15, 5/22,
Nicole Starkey	Teacher		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Carlos Garcia-Soto	Teacher		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Justine Tymofy	Teacher		2/14		3/13			
Bonna Merrick	Teacher		2/14	2/18	3/13	4/10	4/19	5/15, 5/22, 6/6
Jimmy Oliver	Community Partnership		2/14	2/18				
Sarah Parkhurst	Parent		2/14	2/18				5/15, 5/22, 6/6
Maria Rucal	Parent			2/18				5/15, 5/22, 6/6

## LEARNING AS A TEAM

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

### Student Interviews

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

The student interview process offered insight into our building's strengths and areas of growth. Roughly 60% of our students indicated that they felt a strong sense of belonging to the Delaware school community. We are committed to improving that percentage and developing a welcoming and affirming environment as indicated by the action steps in the SCEP, particularly around academic commitment #3 and #4. This feedback informed us of our strategy choices. For example, we selected improving student voice and staff/student check-ins, as we feel that these will help strengthen students' sense of belonging. Additionally, student interviews informed our decision to develop student voice surveys aligned to each commitment and administer them throughout the year to monitor progress.