New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Delaware Primary	Moshiena Faircloth	Pk-5	CSI

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

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

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

✓ **Civic Empowerment Project** identified: **Monthly School Focus Groups**

SCEP DEVELOPMENT TEAM		
	Name	*Title / Role*
1	Moshiena Faircloth	Principal
2	Laurie Newsome	Vice Principal
3	Erica Daniels	Vice Principal
4	Valery Wentworth	Administrative Intern
5	Erin LeBlanc	Teacher
6	Justine Tymofy	Teacher
7	Jessica Kennedy	Teacher
8	Heather Porcello	Teacher
9	Rachel Socia	Teacher
10	Jen Ayers	Teacher
11	Maria Rucal	Parent
12	Sarah Parkhurst	Parent
13	Jana Hallberg	Teacher
14	Elizabeth Williams	Teacher
15	Nicole Starkey	Teacher
16	Catherine Dziedzic	Teacher
17	Kerry Correa	Parent Aid/Community Support
18	Kelly Durantini	Teacher
19	Bonna Merrick	Teacher
20	Drioni Vergara	Teacher
21	Ana Arango	La Casita

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	PD Plan - Delaware 25-26
	SY2526 PD Plan Delaware Excel

Table of Contents – Bookmark Links

OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments			**Key Strategies** *(Refer to Strategy Companion Guide)*	**N-E-R**
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	**1**		1) Establishing Systems for Accountable Talk	E
		2		Tier I or Tier II Intervention Practices	E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	**3**		1) PLC: Implementing Essential Structures	E
		4		Effective Unit and Lesson Planning	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**		Implementing an Effective Attendance Team	E
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**		Social Emotional Learning	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.

Key Strategy 1: **Accountable Talk Strategy #1 –** Establishing systems for AT, build a common understanding of AT through professional learning, structure time for teachers to intentionally plan for moments of discussion & establish cycles of data collection & feedback.	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: **Porcello**

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*   Our AT data collection was inconsistent and showed only 20% of classrooms were consistently using AT according to the SCSD walk through tool. Using this strategy will positively impact students by giving their teachers the tools to create meaningful and rigorous lessons with the use of Accountable Talk strategies.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.   Refining Accountable Talk by using SCSD AT tools during PLC planning portion & revisiting .5, 1,2,& 3 PD sessions from the IFL training.   Expanding by doing the remaining IFL training sessions 4 – 6.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collect baseline accountable talk data during schoolwide walkthroughs.	9/1/25	H. Porcello	Use action tool to collect baselines for all and then focus on community for September.	
The AT action tool will be re-distributed to revisit common AT vocabulary, resources, & tools for AT & then utilized during PLC when unpacking units and planning as evidenced by CFA standards. Sufficient Planning time with team e.g., biweekly hour & monthly half day, marking period full day (quarterly vertical alignment)	8/28/25	A. Slechta	-PD to review .5 and introduce 4 of IFL training ELA -math (need math department staff to present their portion) -SCSD Accountable Talk - Resource Padlet -Delaware Padlet -TTOL-ELA (Thinking Through One Lesson – planning tool for AT) -Book study – Number Talks – Whole Number Computation –by Sherry Parrish – Heineman Publishing	
Discuss & reflect with staff the conditions needed to ensure AT is successful. (Establish mutually agreed upon norms for student discourse & accountable talk.) Review .5 IFL PD and Introduce #4 IFL PD	8/28/25	H. Porcello	SCSD Accountable Talk Resource Padlet Delaware Padlet	
Introduce IFL Math #1	10/10/25	T. Mosier H. Porcello	IFL resources	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

10.15.25	Implementation of Accountable Talk during all content areas is observed in 25% of the classrooms as measured by the AT walk-through tool.	An increase of 5% of students engaged in productive, relevant, & rigorous discussions as measured by the walk-through tool.	

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

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

Key Strategy 1: **Accountable Talk Strategy #1 –** Establishing systems for AT-Build a common understanding of AT through professional learning, Structure time for teachers to intentionally plan for moments of discussion & establish cycles of data collection & feedback.	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Heather Porcello

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Our AT data collection was inconsistent and showed 20% of classrooms were consistently using AT according to the SCSD walk through tool. Using this strategy will positively impact students by giving their teachers the tools to create meaningful and rigorous lessons with the use of Accountable Talk strategies.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Refining Accountable Talk by using SCSD AT tools during PLC planning portion & revisiting .5, 1,2, & 3 PD sessions from the IFL training.
Expanding by doing the remaining IFL training sessions 4 – 6.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collect & analyze walkthrough data and discuss progress towards implementation goals during PLT/PLC – prioritize areas of focus & set yearlong implementation goals for improving AT practices.	11.15.25	A. Slechta	Walkthrough Data Goal setting document	
Provide IFL # 1 & 2 review PD	11.15.25	H. Porcello	IFL #1 & #2	
Utilize AT action tool during PLC when unpacking units and planning as evidenced by CFA standards.	Ongoing	A. Slechta	TTOL-ELA (Thinking Through One Lesson – planning tool for AT)	
Provide IFL # 3 review PD & Introduce Math IFL #2	12.15.25	H. Porcello	IFL #3 IFL Math #2	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Week of November 10	Implementation of accountable talk during all content areas as indicated on the walkthrough data observed in 30-35% of classrooms	An increase of 5% of students engaged in productive, relevant, & rigorous discussions as measured by the walk-through tool	

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

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

Key Strategy 1: Accountable Talk Strategy #1 – Establishing systems for AT-Build a common understanding of AT through professional learning, Structure time for teachers to intentionally plan for moments of discussion & establish cycles of data collection & feedback.	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Heather Porcello

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

Our AT data collection was inconsistent and showed 20% of classrooms were consistently using AT according to the SCSD walk through tool. Using this strategy will positively impact students by giving their teachers the tools to create meaningful and rigorous lessons with the use of Accountable Talk strategies.

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

Refining Accountable Talk by using SCSD AT tools during PLC planning portion & revisiting .5, 1,2,& 3 PD sessions from the IFL training.
Expanding by doing the remaining IFL training sessions 4 – 6.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collect & analyze walkthrough data and discuss progress towards implementation of priority focus goals during PLT/ PLC	1/16/25	H. Porcello	Walkthrough data Goal Setting Priority Organizer	
Utilize AT action tool during PLC when unpacking units and planning as evidenced by CFA of standards.	2/15/25	A. Slechta	TTOL-ELA (Thinking Through One Lesson – planning tool for AT)	
Provide IFL # 5 PD	2/15/25	H. Porcello	IFL #5 Data Tracker PD PPT	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Week of 1/12	Implementation of accountable talk during all content areas as indicated on the walkthrough data observed in 35-40% of classrooms	An increase of 5% of students engaged in productive, relevant, & rigorous discussions as measured by the walk-through tool	

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

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

Key Strategy 1:Accountable Talk Strategy #1 – Establishing systems for AT-Build a common understanding of AT through professional learning, Structure time for teachers to intentionally plan for moments of discussion & establish cycles of data collection & feedback.	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Heather Porcello

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Our AT data collection was inconsistent and showed 20% of classrooms were consistently using AT according to the SCSD walk through tool. Using this strategy will positively impact students by giving their teachers the tools to create meaningful and rigorous lessons with the use of Accountable Talk strategies.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Refining Accountable Talk by using SCSD AT tools during PLC planning portion & revisiting .5, 1,2,& 3 PD sessions from the IFL training.
Expanding by doing the remaining IFL training sessions 4 – 6.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collect & analyze walkthrough data and discuss progress towards implementation of priority focus goals during PLT/ PLC	4/17/26	H. Porcello	Walkthrough data tool	■
Utilize AT action tool during PLC when unpacking units and planning as evidenced by CFA standards.	06/30/25	H. Porcello	CFA Standards Unit for unpacking AT Walkthrough Tool	■
Provide IFL # 6 PD	4/10/25	H. Porcello	IFL #6 PD	■

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Week of June 1	Implementation of accountable talk during all content areas as indicated on the walkthrough data observed in 40% of classrooms	An increase of 5% of students engaged in productive, relevant, & rigorous discussions as measured by the walk-through tool	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Admin, Coach, ELA Content Liaison, Math Content Liaison, & Demo teacher

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
The goal of moving 50% of students towards proficiency is moving closer each time students are tested on DIBELS. Tier 1 instruction needs consistent protocols building wide while holding students accountable for the learning. 41% of students are in or below the 21st percentile on NWEA ELA. Over 75% of students are in the 21st percentile or lower on NWEA math.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Refine current ELA WTR lessons & add math focus possible Walk to Math. Utilize Math & ELA Content Liaison to plan, prep, & support Targeted small groups with teams. Offer biweekly before school paid LETRS review for trained & soon to be trained staff.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collect baseline student data to develop targeted small groups for ELA & Math	10/10/25	A. Slechta	DIBELS, Diagnostic ELA assessments, Math survey, fluency, NWEA, Exit tickets, counting goals, pre & post assessments, Tier 2 Padlet,	
Create schedule and implement targeted small groups leveraging AIS/ER/QR and support staff at all grade levels.	9/10/25	H. Porcello	Schedule TSG student list	
Plan, facilitate, and implement monthly data meetings to update stakeholders on growth and make minimal changes to best meet student needs.	10/10/25	H. Porcello	Data Meeting Agenda	
Establish targeted student goals for tier I & II instruction using benchmark data with agreed upon format so students can speak to their own goals.	10/31/25	A. Slechta	Math fluency & counting goal data DIBELS data Data binder to bring to PLC – spreadsheet math -academic language glossary	
Create & follow schedule for LETRS review meetings before school	10/31/25	H. Porcello	-LETRS access for Coach (currently still able to access slides) -Pay for professional collaboration time before school-7:10 – 7:40 am weekly or biweekly	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
10/1/25	DIBELS benchmark data	100% of students have a DIBELS benchmark score and an established goal.	
10/1/25	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.	
10/1/25	Math Survey & Fluency benchmark data	100% of students have a Math Survey/fluency score and an established goal	
10/1/25	Progress Monitor students biweekly with fluency sets & monthly application problem - CFA	Students are aware of their goals and know how they are progressing toward their goal using their data sheet.	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	**School Lead:** Admin, Coach, ELA Content Liaison, Math Content Liaison, & Demo teacher

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
The goal of moving 50% of students towards proficiency is moving closer each time students are tested on DIBELS. Tier 1 instruction needs consistent protocols building wide while holding students accountable for the learning. 41% of students are in or below the 21st percentile on NWEA ELA. Over 75% of students are in the 21st percentile or lower on NWEA math.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Refine current ELA WTR lessons & add math focus possible Walk to Math. Utilize Math & ELA Content Liaison to plan, prep, & support Targeted small groups with teams. Offer biweekly before school paid LETRS review for trained & soon to be trained staff.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan, facilitate, and implement monthly data meetings to update stakeholders on growth and make minimal changes to best meet student needs.	11/30/25			
Progress monitors monthly or biweekly for targeted student goals for tier I & II instruction using benchmark data agreed upon format so students can speak to their own goals.	11/30/25	A. Slechta	Math fluency & counting goal data DIBELS data Data binder to bring to PLC – spreadsheet math -academic language glossary	
Create & follow schedule for LETRS review meetings before school	11/30/25	Coach & LETRS trained staff	-LETRS access for Coach (currently still able to access slides) -Pay for professional collaboration time before	

			school-7:10 – 7:40 am weekly or biweekly	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/2/25	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.	
12/10/25	Progress Monitor students biweekly with fluency sets & monthly application problem - CFA	Students are aware of their goals and know how they are progressing toward their goal using their data sheet.	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Admin, Coach, ELA Content Liaison, Math Content Liaison, & Demo teacher

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
The goal of moving 50% of students towards proficiency is moving closer each time students are tested on DIBELS. Tier 1 instruction needs consistent protocols building wide while holding students accountable for the learning. 41% of students are in or below the 21st percentile on NWEA ELA. Over 75% of students are in the 21st percentile or lower on NWEA math.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Refine current ELA WTR lessons & add math focus possible Walk to Math. Utilize Math & ELA Content Liaison to plan, prep, & support Targeted small groups with teams. Offer biweekly before school paid LETRS review for trained & soon to be trained staff.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan, facilitate, and implement monthly data meetings to update stakeholders on growth and make minimal changes to best meet student needs.	1/31/25	Whole Staff		■
Progress monitors monthly or biweekly for targeted student goals for tier I & II instruction using benchmark data agreed upon format so students can speak to their own goals.	1/31/25	Staff & Students	Math fluency & counting goal data DIBELS data Data binder to bring to PLC – spreadsheet math -academic language glossary	■
Create & follow schedule for LETRS review meetings before school	3/30/25	Coach & LETRS trained staff	-LETRS access for Coach (currently still able to access slides) -Pay for professional collaboration time before school-7:10 – 7:40 am weekly or biweekly	■

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/5/26	DIBELS benchmark data	100% of students have a DIBELS Winter benchmark score and an updated goal.	
3/5/26	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.	
3/15/26	Math Survey & Fluency benchmark data	100% of students have a Math survey/fluency Winter benchmark score and an updated goal.	
3/15/26	Progress Monitor students biweekly with fluency sets & monthly application problem - CFA	Students are aware of their goals and know how they are progressing toward their goal using their data sheet.	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Admin, Coach, ELA Content Liaison, Math Content Liaison, & Demo teacher

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

The goal of moving 50% of students towards proficiency is moving closer each time students are tested on DIBELS. Tier 1 instruction needs consistent protocols building wide while holding students accountable for the learning. 41% of students are in or below the 21st percentile on NWEA ELA. Over 75% of students are in the 21st percentile or lower on NWEA math.

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

Refine current ELA WTR lessons & add math focus possible Walk to Math. Utilize Math & ELA Content Liaison to plan, prep, & support Targeted small groups with teams. Offer biweekly before school paid LETRS review for trained & soon to be trained staff.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan, facilitate, and implement monthly data meetings to update stakeholders on growth and make minimal changes to best meet student needs.	Ongoing	Whole Staff		
Progress monitor monthly or biweekly for targeted student goals for tier I & II instruction using benchmark data agreed upon format so students can speak to their own goals.	Ongoing	Whole Staff	Math fluency & counting goal data DIBELS data Data binder to bring to PLC – spreadsheet math -academic language glossary	
Create & follow schedule for LETRS review meetings before school	Ongoing	Coach & LETRS trained staff	-LETRS access for Coach (currently still able to access slides) -Pay for professional collaboration time before school-7:10 – 7:40 am weekly or biweekly	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
5/15/26	DIBELS benchmark data	100% of students have a DIBELS Spring benchmark score and an updated goal.	
5/15/26	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.	
6/1/26	Math Survey & Fluency benchmark data	100% of students have a Spring Survey/Fluency benchmark score and an updated goal.	
6/1/26	Progress Monitor students biweekly with fluency sets & monthly application problem - CFA	Students are aware of their goals and know how they are progressing toward their goal using their data sheet.	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning
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Academic Commitment #2: This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.

Key Strategy 3: PLC: Implementing Essential Structures	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Erica Daniels

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

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Additionally, Delaware's PLC schedule was restructured mid-year, causing disruption in implementation. A consistent PLC structure will offer time and collaboration between teachers to positively impact students.

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

In 2025-26, Delaware was still in the early stages of understanding the critical components of PLC. This year, prior to implementation, Delaware will prioritize building a shared knowledge of the PLC process among the staff.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Establish a Guiding Coalition and schedule monthly meeting times, and agendas	9/8/25	Daniels Porcello Guiding Coalition	Grade-level leads	🟥
Provide schoolwide professional development to develop capacity to implement PLC effectively, sharing the mission and purpose of PLC.	9/12/25	Daniels Porcello Guiding Coalition	Professional Development on PLC Trained staff Protected meeting time	🟥
Create team norms and establish school wide long-term goals/commitments and strategies. Teams will develop SMART goals for ELA and Math.	9/19/25	Daniels Porcello Guiding Coalition		🟥
Collaboratively focus on the four critical questions: 1. What do we want students to know? *Identify Standards* 2. How will we know if they've learned it? *Common Formative Assessments & Analysis* 3. How will we respond when some students do not learn? *Differentiation & Interventions* 4. How will we extend the learning for students who are already proficient? *Enrichment Opportunities*	Ongoing 9/8-10/31	Daniels Porcello Guiding Coalition	Protocols for classifying standards. Task Analysis Guide-ELA Task Analysis Guide-Math	🟥
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	Ongoing 9/8-10/31	Daniels Porcello Guiding Coalition	NWEA, DIBELS, Math Surveys etc., Admin Walkthroughs	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)
Implementation/Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/4/25	Create a PLC cycle/schedule	Digital Calendar	
9/8/25	Established Team and Building PLC Norms	Laminated posters of PLC building developed norms in coach room.	

| 9/30/25 | PLC Meeting Minutes will include:
    • Norms
    • PLC Protocol
    • Essential Standards in ELA/Math
    • Common Formative Assessments | 60% of PLCs will have required components of effective PLC meetings | |

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

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

Key Strategy 3: PLC: Implementing Essential Structures	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Erica Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Additionally, Delaware's PLC schedule was restructured mid-year, causing disruption in implementation. A consistent PLC structure will offer time and collaboration between teachers to positively impact students.
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IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Meet with guiding coalition to build a clear knowledge on essential learning, state and district standards, and assessments required for the content/grade level of instruction	Ongoing 11/3/25-12/3/25	Daniels Porcello Guiding Coalition	Module/Unit Internalization protocol	
Check in on goals, identify students who reached quarterly grade level goals in Math and ELA, and celebrate success as a team.	11/10/25	Daniels Porcello Guiding Coalition		
Collaboratively focus on the four critical questions: 1. What do we want students to know? *Identify Standards* 2. How will we know if they've learned it? *Common Formative Assessments & Analysis* 3. How will we respond when some students do not learn? *Differentiation & Interventions* 4. How will we extend the learning for students who are already proficient? *Enrichment Opportunities*	Ongoing 11/3/25-12/19/25	Daniels Porcello Guiding Coalition	Protocols for classifying standards. Task Analysis Guide-ELA Task Analysis Guide-Math	
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	12/19/25	Daniels Porcello Guiding Coalition	Solution Tree Critical Issues for Team Consideration	

PROGRESS MONITORING (NOVEMBER – DECEMBER)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/3/25	List of students who met goals for quarter 1	Team celebrations. At least 75% of students met their goals for quarter 1.	
11/10/25	Grade Level SMART goals for quarter 2	Goals written in SMART format	
12/15/25	PLC Meeting Minutes will include: • Norms • PLC Protocol	70% of PLCs will have required components of effective PLC meetings	

		• Essential Standards in ELA/Math • Common Formative Assessments		

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

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

Key Strategy 3: PLC: Implementing Essential Structures	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Erica Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Additionally, Delaware's PLC schedule was restructured mid-year, causing disruption in implementation. A consistent PLC structure will offer time and collaboration between teachers to positively impact students.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2025-26, Delaware was still in the early stages of understanding the critical components of PLC. This year, prior to implementation, Delaware will prioritize building a shared knowledge of the PLC process among the staff.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Meet with guiding coalition to build a clear knowledge on essential learning, state and district standards, and assessments required for the content/ grade level of instruction	Ongoing 1/5/26-3/27/26	Daniels Porcello Guiding Coalition	Module/Unit Internalization protocol	
Check in on goals, identify students who reached quarterly grade level goals in Math and ELA, and celebrate success as a team.	11/10/26	Daniels Porcello Guiding Coalition		
Collaboratively focus on the four critical questions: 1. What do we want students to know? *Identify Standards* 2. How will we know if they've learned it? *Common Formative Assessments & Analysis* 3. How will we respond when some students do not learn? *Differentiation & Interventions* 4. How will we extend the learning process for students who are already proficient? *Enrichment Opportunities*	Ongoing 1/5/26-3/27/26	Daniels Porcello Guiding Coalition	Protocols for classifying standards. Task Analysis Guide-ELA Task Analysis Guide-Math	
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	3/2/2026	Daniels Porcello Guiding Coalition	Solution Tree Critical Issues for Team Consideration	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
1/9/26	List of students who met goals for quarter 2	Team celebrations. At least 80% of students met their goals for quarter 1.	
1/16/26	Grade Level SMART goals for quarter 3	Goals written in SMART format	
3/13/26	PLC Meeting Minutes will include: • Norms • PLC Protocol • Essential Standards in ELA/Math	80% of PLCs will have required components of effective PLC meetings	

		• Common Formative Assessments		

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

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

Key Strategy 3: PLC: Implementing Essential Structures	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Erica Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model. Additionally, Delaware's PLC schedule was restructured mid-year, causing disruption in implementation. A consistent PLC structure will offer time and collaboration between teachers to positively impact students.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In 2025-26, Delaware was still in the early stages of understanding the critical components of PLC. This year, prior to implementation, Delaware will prioritize building a shared knowledge of the PLC process among the staff.

IMPLEMENTATION PLAN (APRIL – JUNE)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Meet with guiding coalition to build a clear knowledge on essential learning, state and district standards, and assessments required for the content/ grade level of instruction	Ongoing 4/6/26 - 6/20/25	Daniels Porcello Guiding Coalition	Module/Unit Internalization protocol	
Check in on goals, identify students who reached quarterly grade level goals in Math and ELA, and celebrate success as a team.	5/4/26	Daniels Porcello Guiding Coalition	PD Time Grade Level Goals	
Collaboratively focus on the four critical questions: 1. What do we want students to know? *Identify Standards* 2. How will we know if they've learned it? *Common Formative Assessments & Analysis* 3. How will we respond when some students do not learn? *Differentiation & Interventions* 4. How will we extend the learning for students who are already proficient? *Enrichment Opportunities*	Ongoing 4/6/26 - 6/20/25	Daniels Porcello Guiding Coalition	Protocols for classifying standards. Task Analysis Guide-ELA Task Analysis Guide-Math	
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	6/10/2026	Daniels Porcello Guiding Coalition	Solution Tree Critical Issues for Team Consideration	
Highlight staff successes, encourage peer observations, and survey staff for feedback on effectiveness of PLC implementation	6/20/2026	Daniels Porcello Guiding Coalition	Celebration PPT w/staff highlights Feedback Survey	

PROGRESS MONITORING (APRIL – JUNE)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/10/26	List of students who met goals for quarter 3	Team celebrations. At least 80% of students met their goals for quarter 1.	
4/6/26	Grade Level SMART goals for quarter 4	Goals written in SMART format	
6/20/26	PLC Meeting Minutes will include: • Norms • PLC Protocol	90% of PLCs will have required components of effective PLC meetings	

	• Essential Standards in ELA/Math • Common Formative Assessments	23	

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

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

Key Strategy 4: Effective Unit & Lesson Planning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Student achievement data at Delaware Primary shows low rates of student achievement, along with less than average growth across grade levels and content areas. Discipline data and student interviews indicate students are frequently being removed from classrooms as a result of disruptive behavior. Informal walkthroughs, formal observations, and student interviews confirm that there are inconsistencies in the level of student engagement during instruction. Effective unit and lesson planning will result in increased student engagement, decreased disruptive behaviors, and lead to improved student achievement outcomes. This strategy will align closely with the district initiative around Accountable Talk, and our academic commitments in the SCEP as part of a cohesive plan.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In the past, teachers have been required to unpack units of study to identify focus standards as well as prioritizing strategies, skills, and vocabulary for mastery. This year we will refine this strategy by adding a lesson planning protocol, and providing differentiated supports based on the needs of individual teams and teachers as evidenced by data.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create a calendar outlining the scope and sequence of curricular units for ELA and Math for the year.	8/29/2025	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar	
Develop a year-long schedule for unit unpacking which will be built into Professional Learning Time	8/29/2025	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar	
Prepare and provide training on unit unpacking and lesson planning for all Unit 1 instructional staff.	9/26/2025	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar	
Support each grade level team by providing an instructional partner (coach, admin, district coach, mentor teacher, content liaison) during unit unpacking.	Ongoing 9/26/25-10/31/2025	Daniels	Professional Development Personnel Delaware PLT Calendar	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
8/29/2025	Completed calendar of scope and sequence, and calendar for unit unpacking	Clearly identified dates for unit unpacking, two weeks ahead of the start of each unit	
9/26/2025	All staff have been trained and completed unit unpacking and lesson planning with support from teacher leaders/coach.	95% of staff members attended unit unpacking/lesson planning PD.	
10/31/2025	Baseline NWEA fall data for ELA & Mathematics	Baseline data- no comparison yet.	

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

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

Key Strategy 4: Effective Unit & Lesson Planning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Daniels

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

Student achievement data at Delaware Primary shows low rates of student achievement, along with less than average growth across grade levels and content areas. Discipline data and student interviews indicate students are frequently being removed from classrooms as a result of disruptive behavior. Informal walkthroughs, formal observations, and student interviews confirm that there are inconsistencies in the level of student engagement during instruction. Effective unit and lesson planning will result in increased student engagement, decreased disruptive behaviors, and lead to improved student achievement outcomes. This strategy will align closely with the district initiative around Accountable Talk, and our academic commitments in the SCEP as part of a cohesive plan.

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

In the past, teachers have been required to unpack units of study to identify focus standards as well as prioritizing strategies, skills, and vocabulary for mastery. This year we will refine this strategy by adding a lesson planning protocol, and providing differentiated supports based on the needs of individual teams and teachers as evidenced by data.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement scheduled unit unpacking based on the established calendar.	11/3/25-12/19/25	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	
Identify personnel to support lesson planning for effective instruction using established protocol.	11/3/2025	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	
Conduct walkthroughs to collect mid-year data that demonstrates evidence of effective unit/lesson planning.	12/5/2025	Daniels	Professional Development	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/19/2025	All grade level teams are unpacking units and planning effective lessons with identified personnel during PLT/planning time.	100% of teachers are unpacking units and planning effective lessons.	
12/19/2025	Differentiated supports are in place for teachers to engage in lesson planning and feedback cycles.	A comprehensive list of teachers and their identified supports (impact coaches, PARS, mentors, etc)	
12/19/2025	Walkthrough Data/Lesson Plan Reviews	65% of teachers demonstrate evidence of effective planning during instruction.	

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

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

Key Strategy 4: Effective Unit & Lesson Planning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Student achievement data at Delaware Primary shows low rates of student achievement, along with less than average growth across grade levels and content areas. Discipline data and student interviews indicate students are frequently being removed from classrooms as a result of disruptive behavior. Informal walkthroughs, formal observations, and student interviews confirm that there are inconsistencies in the level of student engagement during instruction. Effective unit and lesson planning will result in increased student engagement, decreased disruptive behaviors, and lead to improved student achievement outcomes. This strategy will align closely with the district initiative around Accountable Talk, and our academic commitments in the SCEP as part of a cohesive plan.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In the past, teachers have been required to unpack units of study to identify focus standards as well as prioritizing strategies, skills, and vocabulary for mastery. This year we will refine this strategy by adding a lesson planning protocol, and providing differentiated supports based on the needs of individual teams and teachers as evidenced by data.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement scheduled unit unpacking based on the established calendar.	Ongoing 1/5/2026-3/27/2026	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	🟥
Utilize personnel to support lesson planning for effective instruction using established protocol.	Ongoing 1/5/2026-3/27/2026	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	🟥
Conduct walkthroughs to collect data that demonstrates evidence of effective unit/lesson planning.	3/27/2026	Daniels	Professional Development	🟥

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/27/2026	All grade level teams are unpacking units and planning effective lessons with identified personnel during PLT/planning time.	100% of teachers are unpacking units and planning effective lessons.	
2/27/2026	Differentiated supports are in place for teachers to engage in lesson planning and feedback cycles.	A comprehensive list of teachers and their identified supports (impact coaches, PARS, mentors, etc.)	
3/27/2026	Walkthrough Data/Lesson Plan Reviews	85% of teachers demonstrate evidence of effective planning during instruction.	
1/30/2026	NWEA data in ELA and Mathematics	Proficiency increase of 5% from beginning of year	

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

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

Key Strategy 4: Effective Unit & Lesson Planning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Daniels

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Student achievement data at Delaware Primary shows low rates of student achievement, along with less than average growth across grade levels and content areas. Discipline data and student interviews indicate students are frequently being removed from classrooms as a result of disruptive behavior. Informal walkthroughs, formal observations, and student interviews confirm that there are inconsistencies in the level of student engagement during instruction. Effective unit and lesson planning will result in increased student engagement, decreased disruptive behaviors, and lead to improved student achievement outcomes. This strategy will align closely with the district initiative around Accountable Talk, and our academic commitments in the SCEP as part of a cohesive plan.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
In the past, teachers have been required to unpack units of study to identify focus standards as well as prioritizing strategies, skills, and vocabulary for mastery. This year we will refine this strategy by adding a lesson planning protocol, and providing differentiated supports based on the needs of individual teams and teachers as evidenced by data.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement scheduled unit unpacking based on the established calendar.	6/5/2026	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	█
Utilize personnel to support lesson planning for effective instruction using established protocol.	6/5/2026	Daniels	SCSD Curriculum Padlet Delaware PLT Calendar Personnel	█
Conduct walkthroughs to collect data that demonstrates evidence of effective unit/lesson planning.	5/29/2026	Daniels	Professional Development	█

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/12/2026	All grade level teams are unpacking units and planning effective lessons with identified personnel during PLT/planning time.	100% of teachers are unpacking units and planning effective lessons.	
4/30/2026	Differentiated supports are in place for teachers to engage in lesson planning and feedback cycles.	A comprehensive list of teachers and their identified supports (impact coaches, PARS, mentors, etc)	
5/292026	Walkthrough Data/Lesson Plan Reviews	95% of teachers demonstrate evidence of effective planning during instruction.	
6/12/2026	NWEA data in ELA and Mathematics	Proficiency increase of 5% from middle of year	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Valery Wentworth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on 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. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
After creating and modifying attendance protocols over the past year, we are finding a need to continue monitoring and adjusting these protocols. 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 (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Meet as an attendance team and assign specific roles to each team member for the upcoming school year with clearly defined responsibilities. Determine data points that will be utilized to run meetings and establish protocols for data review and action planning. Schedule attendance team meetings for the year.	8/4/25	M. Arocho V. Wentworth	Data Dashboard, School Tool, District Data Liaison, and dedicated time.	
Generate a living document of students from 2024-2025 school year that were chronically absent or at risk and make initial visits to those family.	8/31/25	V. Wentworth	Data Dashboard, School Tool, District Data Liaison, and dedicated time.	
Review the 24-25 attendance data. Use the data to write year end and quarterly goals for improving attendance.	9/12/25	V. Wentworth	Data Dashboard, School Tool, District Data Liaison, and dedicated time.	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
8/30/25	Written protocols for Attendance Team	Clearly outlined roles, responsibilities, and expectations.	
9/12/25	Year End and Quarterly Goals	SMART goals that gradually lead to a reduction in rates of chronic absenteeism.	
10/31/25	Documentation of Outreach	80% of chronically absent students will have been contacted, which will decrease the chronic absenteeism rate in targeted subgroups by 5%.	

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

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

Key Strategy 5: Implementing an Effective Attendance Team	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Valery Wentworth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on 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. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
After creating and modifying attendance protocols over the past year, we are finding a need to continue monitoring and adjusting these protocols. 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 (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress.	11/7/2025	V. Wentworth	List of Attendance initiatives Template or script for daily announcements	
Create a process for the daily monitoring that this team will perform, including daily check-ins with chronically absent students to build relationships and set goals.	11/14/2025	R. Walker M. Arocho	Protocol for Daily Attendance Monitoring List of student absences	
Establish a process and expectations to ensure that all work is documented in School Tool.	11/21/2025	V. Wentworth	Chart of Expectations for attendance team to document information into School Tools	
Continue to monitor students who are approaching or chronically absent daily through coordination with the attendance team, impact team, families, and outside agencies.	12/5/2025	M. Arocho	Progress monitors excel sheet for all grade-levels	
Share data updates, celebrations, and progress toward quarterly/end-of-year goals with all stakeholders.	12/19/2025	M. Arocho	Attendance Data List of Celebrations aligned with attendance data EOY goals graphic organizer	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/21/25	Attendance Team Protocols	Procedures/processes that clearly define who, what, why, when and how for the Attendance Team.	
12/21/25	Attendance Data	A 10% decrease in the percentages of CA as compared to last year.	
MP2	Perfect Attendance Awards	40% of students will receive perfect attendance.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
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Attendance Commitment: This school is committed to ensuring all students feel a sense of belonging and attend school daily.

Key Strategy 5: Implementing an Effective Attendance Team	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Valery Wentworth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on 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. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
After creating and modifying attendance protocols over the past year, we are finding a need to continue monitoring and adjusting these protocols. 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)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress.	1/9/2026	V. Wentworth	List of Attendance initiatives Template or script for daily announcements	
Revisit the process for the daily monitoring that this team will perform, including daily check-ins with chronically absent students to build relationships and set goals and adjust as necessary.	1/12/2026-1/30/2026	V. Wentworth	List of daily check ins Attendance data List of chronically absent students	
Analyze attendance data to determine trends and next steps. Share data with all stakeholders.	2/20/2026	V. Wentworth	Attendance data Notice and Wonders Graphic Organizer	
Share data updates, celebrations, and progress toward quarterly/end-of-year goals with all stakeholders.	2/20/2025	M. Arocho	Data Celebrations EOY goals for Attendance	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
3/27/25	Attendance Data	10% decrease in the percentage of students who were chronically absent at the same point in time during the 24-25 school year.	
MP3	Perfect Attendance Awards	40% of students will receive perfect attendance.	

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.

Key Strategy 5: Implementing an Effective Attendance Team	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Valery Wentworth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on 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. This year, the team will meet weekly utilizing a consistent protocol and their work will be driven by data. Quarterly updates that include trends, celebrations, and next steps will be shared with all staff.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
After creating and modifying attendance protocols over the past year, we are finding a need to continue monitoring and adjusting these protocols. 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 (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Continue to create and communicate attendance initiatives with staff and students, making daily announcements in the morning and afternoon about initiative progress.	4/6/2026	V. Wentworth	Attendance initiative lists	
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.	4/6/2026	V. Wentworth	Attendance Schedule Impact Team Members List Student Attendance Data	
Analyze attendance data to determine trends and next steps. Share data with all stakeholders.	4/7/2026	V. Wentworth	Attendance Data	
Share data updates, celebrations, and progress toward the quarterly/end-of-year goals with all stakeholders.	4/14/2025	M. Arocho	Attendance Celebrations Attendance EOY Goals	
Utilize data to inform planning for the 26-27SCEP.	6/19/26	V. Wentworth	Planning Sheet for 26-27 SY	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
6/19/25	Attendance Data	10% decrease in the percentage of students who were chronically absent at the same point in time during the 24-25 school year.	
MP4	Perfect Attendance Awards	40% of students will receive perfect attendance.	

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

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

Key Strategy 6: Social Emotional Learning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Faircloth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* According to our Panorama survey data, 46% of students feel that they belong and are welcomed at school. Per our current 3-5 students, if asked by their teacher, "How are you and how often do you feel they really want to know your answer" was favorably responded to by only 43% of the students. In addition, 60% of the 3-5 students responded to the questions asked of "How excited would you be if you could have your same teachers in the next grade too? As a result of the student response, it is evident that students require additional social emotional learning strategies that will strengthen their social and emotional skills as well as a daily check-in with staff members.
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 School.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Create a Second Step Calendar for staff to use, reference and follow during the school year	August 31	Mosheina Faircloth	School Tool information	
Train staff in using the online version of Second Step. Include guidelines and timelines and incentives for the use of the Second Step curricula	September 15th	Merrick	School Tool Information	
Support Staff members and SEL team will create "crew groups" in a document that will be used to support Second Step instructional delivery	September 15	Merrick	School Tool Information Staff Survey PLT	
Use the Second Step Weekly lessons to create a general agenda of lesson components to use when delivering the Second Step curricula	September 30	Mosheina Faircloth	PLT time PD hour Grade level team meetings	
Staff will be assigned to a classroom to support the social skills groups during the morning meeting time. Identify students that need "additional" check ins- (Tier 2 support). These students will be assigned an additional check-in partner based on already established connections.	September 30	Merrick / Durantini	Staff roster School tool information Feeder card information	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
August 2025	Second Step Schedule	A yearly schedule in a shared document that includes: • A pacing guide for the year • Lesson plans for each Second Step lesson	
September 2025	Shared Document that lists social groups in a list using panorama and climate survey data	100% of students are in a social skills group paired with a building staff member.	

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

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

Key Strategy 6: Social Emotional Learning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: M. Faircloth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our Panorama survey data, 46% of students feel that they belong and are welcomed at school. Per our current 3-5 students, if asked by their teacher, "How are you and how often do you feel they really want to know your answer" was favorably responded to by only 43% of the students. In addition, 60% of the 3-5 students responded to the questions asked of "How excited would you be if you could have your same teachers in the next grade too? As a result of the student response, it is evident that students require additional social emotional learning strategies that will strengthen their social and emotional skills as well as a daily check-in with staff members.
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 School.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Revise, amend and delete as necessary within the Second Step schedule	Nov 15	Walker/ Arocho	Second Step Calendar	🟥
Provide staff w/schedule, logistics and expectations for taking Panorama Survey and review and identify baselines data to utilize for progress monitoring	Nov 15	Durantini	Staff Expectations Panorama Survey Data results	🟥
Use Panorama data to review and readjust social skills groups (students and teachers)	Nov 30	Merrick	Panorama data Skills Group list	🟥
Identify which Second Step lessons will be utilized during social skills group	Nov 30	Walker	Second Step Schedule	🟥
Staff support students during social skills group during the Second Step Time.	Ongoing	Durantini-Merrick	Staff roster School tool information Second Step progress by class	🟥
Staff will meet with students that need "additional" check ins- (Tier 2 support).	Ongoing	Durantini - Merrick	Staff roster School tool information -any changes in staffing / student enrollment	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER) ***Outcome Data***			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Nov 30	Second Step Online Curricula/Pacing Guide	50% of teachers will be following the online curricula	
Nov 30	Second Step Schedule	50% of teachers are aligned with the second step schedule	
Dec 30	During monthly 1 hour PD- staff will complete QR code / survey to assess effectiveness of student social groups	100% staff engagement with social groups. Increase in student feelings of belonging, reducing disruption to learning.	

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

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

Key Strategy 6: Social Emotional Learning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Faircloth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our Panorama survey data, 46% of students feel that they belong and are welcomed at school. Per our current 3-5 students, if asked by their teacher, "How are you and how often do you feel they really want to know your answer" was favorably responded to by only 43% of the students. In addition, 60% of the 3-5 students responded to the questions asked of "How excited would you be if you could have your same teachers in the next grade too? As a result of the student response, it is evident that students require additional social emotional learning strategies that will strengthen their social and emotional skills as well as a daily check-in with staff members.
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 School.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct and analyze mid-year Panorama survey data	Jan 31	Durantini Wentworth	Panorama Survey Survey results from the Fall	
Create and share a Second Step Walk-through tool	Jan 31	Faircloth Durantini Merrick	Second Step Walk through tool	
Generate a list of Second Step skills taught to share with support staff, monthly to turnkey those skills with their identified Tier 2 students (weekly)	Feb 15	Merrick Faircloth	Second Step Lessons List of Tier 2 students Monthly meeting agenda for support staff	
Staff support students during social skills group during the Second Step. Staff will meet with students that need "additional" check ins- (Tier 2 support).	Ongoing	Durantini-Merrick	Access to Second Step progress (by class) Staff roster School tool information -any changes in staffing / student enrollment	

PROGRESS MONITORING (JANUARY – MARCH) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Jan 30	Results of Panorama Survey	Increase in student sense of belonging by 50% in all grades K-5	
Jan 30	Second Step Walk through tools	>70% of teachers properly implementing the Second Step Curriculum	
Feb 28	Second Step Schedule /Teacher Report (Monthly) During monthly 1 hour PD- staff will complete QR code / survey to assess effectiveness of student social groups	>50% of teachers are aligned with the second step schedule 100% staff engagement with social groups. Increase in student feelings of belonging, reducing disruption to learning.	

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

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

Key Strategy 6: Social Emotional Learning	PD Plan - Delaware 25-26 SY2526 PD Plan Delaware Excel	School Lead: Faircloth

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our Panorama survey data, 46% of students feel that they belong and are welcomed at school. Per our current 3-5 students, if asked by their teacher, "How are you and how often do you feel they really want to know your answer" was favorably responded to by only 43% of the students. In addition, 60% of the 3-5 students responded to the questions asked of "How excited would you be if you could have your same teachers in the next grade too? As a result of the student response, it is evident that students require additional social emotional learning strategies that will strengthen their social and emotional skills as well as a daily check-in with staff members.
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 School.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct a monthly meeting with the support staff team, reviewing and refining the list of Second Step skills and determining the next steps.	Ongoing	Faircloth	Support Staff Team Monthly meeting agenda List of Second Step Skills	
Create a Second Steps skills checklist.	Apr 30	Faircloth Durantini Merrick	Second Step Skills Checklist	
Continue with Second Step Walk throughs, analyze and share data with staff and determine next steps	Ongoing	Faircloth Durantini Merrick	Second Step Walk through tool. Second Step Walk through tool data Graphic Organizer	
Staff support students during social skills group during the Second Step lessons. Staff will meet with students that need "additional" check ins- (Tier 2 support).	Ongoing	Durantini Merrick	Second Step curriculum Staff roster School tool information -any changes in staffing / student enrollment	

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
Apr 30	Second Steps Skills Checklist	60% of the skills taught during Second Step Lessons	
Apr 30	Second Step Walk Through	>80% of teachers properly implementing the Second Step Curriculum	
May 30	Second Step Schedule During monthly 1 hour PD- staff will complete QR code / survey to assess effectiveness of student social groups	>50% of teachers are aligned with the second step schedule 100% staff engagement with social groups. Increase in student feelings of belonging, reducing disruption to learning.	

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

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END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	96% favorable	99% favorable	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	100% favorable	100% favorable	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	96% favorable	99% favorable	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	96% favorable	99% favorable	
5	It was evident that our school focused on numeracy and literacy.	95% favorable	99% favorable	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	96% favorable	99% favorable	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	91% favorable	99% favorable	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	32% favorable	80% favorable	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	91% favorable	99% favorable	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	87% favorable	99% favorable	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	39% favorable	80% favorable	
2	How often are people disrespectful to others at your school? (SC1)	13% favorable	80% favorable	
3	How often do students get into physical fights at your school? (SC2)	42% favorable	80% favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	53% favorable	80% favorable	
5	How often do you worry about violence at your school? (SC4)	64% favorable	80% favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	64% favorable	80% favorable	
7	How much support do the adults at your school give you? (SB2)	60% favorable	80% favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	52% favorable	80% favorable	
9	How excited would you be to have your teacher again? (TSR1)	60% favorable	80% favorable	
10	How respectful is your teacher towards you? (TSR4)	68% favorable	80% favorable	

End Of Year Survey

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	To what extent do you think that children enjoy going to your child's school? (SC1)	64% favorable	85% favorable	
2	How motivating are the classroom lessons at your child's school? (SC2)	82% favorable	85% favorable	
3	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	82% favorable	85% favorable	
4	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	64% favorable	85% favorable	
5	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	82% favorable	85% favorable	
6	How much of a sense of belonging does your child have at his/her school? (School Fit 2)	55% favorable	85% favorable	
7	How well do you feel your child's school is preparing him/her for his/her next academic year? (School Fit 1)	64% favorable	85% favorable	
8	How well do the activities offered at your child's school match his/her interests? (School Fit 5)	73% favorable	85% favorable	
9	At your child's school. How well does the overall approach to discipline work for your child (School Fit 3)	73% favorable	85% favorable	
10	How comfortable is your child in asking for help from school adults? (School Fit 6)	73% favorable	85% favorable	
11	Given you child's cultural background, how good of a fit is his/her school. (School Fit 4)	45% favorable	85% favorable	
12	How well do the teaching styles of your child's teachers match your child's learning style? (School Fit 7)	64% favorable	85% favorable	

EVIDENCE-BASED INTERVENTION

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

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

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	X
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

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
Moshiena Faircloth	Principal	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Laurie Newsome	Vice Principal	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Erica Daniels	Vice Principal	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Valery Wentworth	Administrative Intern	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Erin LeBlanc	ELL Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Justine Tymofy	Interventionist	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Jessica Kennedy	Interventionist	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Heather Porcello	Instructional Coach	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Rachel Socia	Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Jen Ayers	Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15

SCEP Development Team

Maria Rucal	Parent	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Sarah Parkhurst	Parent	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Jana Hallberg	Music Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Elizabeth Williams	Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Nicole Starkey	Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Catherine Dziedzic	Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Kerry Correa	Parent/ Community Aid	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Kelly Durnatini	ELL Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15
Bonna Merrick	Speech Teacher	2/26	3/19	3/19	3/19	4/23	4/23,	5/5, 5/6, 5/7, 5/8, 5/12, 5/13, 5/14, 5/15

SCEP Development Team

LEARNING AS A TEAM

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

Student Interviews

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

The student interview process was critical in informing Delaware's planning process for the 2025-26 SCEP. Student interview data indicated students are frequently being removed from classrooms and confirmed that there are low levels of cognitive engagement with content. As a school we selected strategies including Effective Unit and Lesson Planning, Accountable Talk, Tier II interventions and PLC Implementation to increase the amount of time students are participating in high quality, intentional instruction which will lead to higher levels of student engagement, reduce classroom removals and lead to improved student achievement data.

During the interview process, students also expressed concerns about feeling welcome in their classrooms and challenges with interactions between peers. In response to this data, we chose to focus on the strategy of supporting intentional Social Emotional Learning. Creating a consistent, welcoming school and classroom environment will lead to a decrease in chronic absenteeism and address the root causes of the concerns students expressed during their interviews.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

SCEP Development Team