



# 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Van Duyn Elementary	Amanda Thomas	K-5	CSI

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

SCEP DEVELOPMENT TEAM		
	Name	Title / Role
1	Amanda Thomas	Principal
2	Nicole Heath	Vice Principal
3	Valerie Reese	Instructional Coach
4	Karin Kirnie	Data Liaison
5	Andrea Melfi	Intervention Teacher
6	Riley Napolitano	Special Education Teacher
7	Molly Phelps	Social Worker
8	Gwendolyn Fagan	Teacher
9	Abigail Dewey	Teacher
10	Jawan Simmons	Special Education Teacher
11	Sybele De La Cruz	Teacher
12	Brealle Glover	Teacher
13	Maura White	AIS Teacher
14	Katherine Sisto	AIS Teacher
15	Nakisha Rogers	Parent
16	Nadine Malcom	IB Coordinator
17	Thien An Huynh	Teacher
18	Jennifer Kailer	Library Media Specialist
19	Deandra Floyd	Teaching Assistant
20	Monique Hill	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	
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 locally and globally.
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	<b>Accountable Talk</b>	E
		2	<b>Effective Unit &amp; Lesson Planning</b>	R
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	1	<b>Effective PLC Implementation</b>	N
		2	<b>Tier I or Tier II Intervention Practices</b>	R
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>Promoting Student Voice &amp; Student Leadership</b>	N
		2	<b>Parent Communication Strategy; including Regular Updating of Contact Information</b>	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Social Emotional Learning</b>	R
		2	<b>Implementing and Effective Student Intervention Team (SIT)</b>	R

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Valerie Reese
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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.**  
 We will expand this strategy by continuing the Accountable Talk Professional Development started in the previous school year and monitoring implementation in the classroom.

<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>
September 30, 2024	Provide Accountable Talk refresher PD and prioritize collaborative planning for teacher teams to develop and implement lessons incorporating Accountable Talk	Reese	PD, People and Time	
October 31, 2024	Collect baseline data on the implementation of Accountable Talk strategies learned in 2023-2024 professional development	Gamela	People and Time	
October 31, 2024	Analyze Accountable Talk baseline data with staff.	Thomas	People and Time	
October 31, 2024	Assign support person for Accountable Talk	Reese	People and 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>
October 31, 2024	Baseline data analysis summary	100% of classrooms will have baseline data to be used for individual teacher support	
October 31, 2024	Disaggregated data based on teacher needs	100% of teachers will have initial meetings scheduled with Impact	

<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 locally and globally.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Valerie Reese
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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>
November 1, 2024- December 20, 2024	Provide differentiated support to teachers based on the disaggregated data	Reese	PD, People and Time	
November 1, 2024- December 20, 2024	Prioritize collaborative planning for teacher teams to develop and implement lessons incorporating Accountable Talk	Reese	People and Time	
December 2, 2024	Celebrate individual growth with teachers	Gamela Reese	People and 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>
November 1- December 20, 2024	Walkthroughs	75% of teachers will Increase Accountable Talk strategies implemented by at least 1 point (based on baseline data collected)	
November 1- December 20, 2024	Differentiated PD scheduled in the calendar	PD and coaching cycles taking place as scheduled with all classroom teachers.	

<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 locally and globally.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Valerie Reese
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**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January 31, 2025	Identify teachers that have consistently incorporated Accountable Talk strategies	Reese	People and Time	
February 3 -March 28, 2025	Schedule and conduct Peer walkthroughs that allows for debrief	Reese	People and Time	
January 6 -March 28, 2025	Provide differentiated support to teachers based on current walkthrough data	Gamela	PD, People and Time	
January 6 -March 28, 2025	Prioritize collaborative planning for teacher teams to develop and implement lessons incorporating Accountable Talk	Reese	People and Time	

**PROGRESS MONITORING (JANUARY-MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
January 31, 2025	Identification of teachers through walkthroughs	List of teachers that are consistently incorporating Accountable Talk strategies	
February 3 -March 28, 2025	Differentiated PD and peer walkthroughs scheduled in the calendar	70% of teachers will implement feedback from PD, coaching cycles, and peer walkthroughs	

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

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

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<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 30, 2025	Create and utilize self-reflection rubric with students	Reese	People and Time	
April 1- June 10, 2025	Provide differentiated support to teachers based on data	Reese	PD, People and Time	
April 1- June 10, 2025	Prioritize collaborative planning for teacher teams to develop and implement lessons incorporating Accountable Talk	Reese	People and 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>
April 1- June 10, 2025	Differentiated PD and coaching cycles scheduled in the calendar	50% of teachers will have successfully completed coaching cycles	
April 30, 2025	Self-Reflection Rubric	Rubrics completed by students as they reflect on their experience and participation in class	
June 10, 2025	Walkthroughs	85% of teachers increase their effectiveness on the continuum from baseline data	

<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</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 locally and globally.

<b>Key Strategy 2:</b> Effective Unit and Lesson Planning	<b>School Lead:</b> Principal Thomas
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the staff responses during our envision activity and walkthrough data we are selecting this strategy because lessons and units were planned ineffectively and we know when lessons/units are planned effectively, students are more engaged in critical thinking, thus increasing student proficiency.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We will refine this strategy by utilizing the PLC process to effectively unpack standards and plan for engaging lessons that require critical thinking and reasoning skills.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August 28, 2024 September 30, 2024	Collaborate with department coach and director to schedule unit and/or lesson internalization	Thomas Reese	People and Time	
August 28, 2024 September 30, 2024	Create a criterion for planning and implementing lesson plans	Heath	People and Time	
October 31, 2024	Provide opportunities to unpack units and plan lessons that include higher level questioning in both tier 1 and tier 2 instruction	Reese	People and Time	
October 31, 2024	Calendarize collaborative time for teachers to engage in unit or lesson internalization with coach	Reese	People and Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 30, 2024	Calendar is created for collaborative planning	Calendar with sufficient time for teachers to collaborate	
October 31, 2024	Meetings/PDs with department coaches are scheduled	Meeting minutes, evidence of meetings/PD	
October 31, 2024	Walkthroughs	100% of teacher lesson plans are accessible and include all components based off criterion created	

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



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<b>Key Strategy 2:</b> Effective Unit and Lesson Planning	<b>School Lead:</b> Principal Thomas
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**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
November 1, 2024 December 20, 2024	Unpack units and plan lessons that include higher level questioning in both tier 1 and tier 2 instruction	Reese All Classroom Teachers	People and Time	
November 1, 2024 December 20, 2024	Attend planning sessions with teachers during PLC’s	ALT	People and Time	
November 1, 2024 December 20, 2024	Conduct walkthroughs of the classroom using the selected walkthrough tool	Thomas Heath Reese	People and Time	
November 1, 2024 December 20, 2024	Review and reflect on walkthrough data with teacher and coach	Thomas Heath Reese All Classroom Teachers	People and Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
December 20, 2024	Walkthroughs based on differentiated areas of focus	At least 65% of teachers observed will have Lesson plans written/annotated, accessible, and implemented, and evidence of focal area in instruction	
December 20, 2024	PLC planning sessions	PLC minutes; completed unpacking tool; Data and lesson plans being reviewed and analyzed collaboratively	

**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 locally and globally.

<b>Key Strategy 2:</b> Effective Unit and Lesson Planning	<b>School Lead: Principal Thomas</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the staff responses during our envision activity and walkthrough data we are selecting this strategy because lessons and units were planned ineffectively and we know when lessons/units are planned effectively, students are more engaged in critical thinking, thus increasing student proficiency.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We will refine this strategy by utilizing the PLC process to effectively unpack standards and plan for engaging lessons that require critical thinking and reasoning skills.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January 6, 2025 – March 31, 2025	Unpack upcoming units and plan lessons that include higher level questioning in both tier 1 and tier 2 instruction	Reese All Classroom Teachers	People and Time	
January 6, 2025 – March 31, 2025	Attend planning sessions with teachers during PLC’s	ALT	People and Time	
January 6, 2025 – March 31, 2025	Conduct walkthroughs of the classroom using the selected walkthrough tool	Thomas Heath Reese	People and Time	
January 6, 2025 – March 31, 2025	Review and reflect on walkthrough data with teacher and coach	Thomas Heath Reese All Classroom Teachers	People and Time	
January 6, 2025 – March 31, 2025	Create a peer observation tool and conduct learning walks/peer observations for teachers	Reese All Classroom Teachers	People and Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 31, 2025	Walkthroughs based on differentiated areas of focus	At least 85% of teachers observed will have Lesson plans written/annotated, accessible, and implemented, and evidence of focal area in instruction	
March 31, 2025	PLC planning session	PLC minutes; completed unpacking tool; Data and lesson plans being reviewed and analyzed collaboratively	
March 31, 2025	Peer observation tool	Teachers utilizing the peer observation tool while engaging on learning walks	

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

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

<b>Key Strategy 2:</b> Effective unit and lesson planning	<b>School Lead: Principal Thomas</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on the staff responses during our envision activity and walkthrough data we are selecting this strategy because lessons and units were planned ineffectively and we know when lessons/units are planned effectively, students are more engaged in critical thinking, thus increasing student proficiency.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 We will refine this strategy by utilizing the PLC process to effectively unpack standards and plan for engaging lessons that require critical thinking and reasoning skills.

<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 1, 2025 – June 6, 2025	Unpack upcoming units and plan lessons that include higher level questioning in both tier 1 and tier 2 instruction	Reese All Classroom Teachers	People and Time	
April 1, 2025 – June 6, 2025	Attend planning sessions with teachers during PLC’s	ALT	People and Time	
April 1, 2025 – June 6, 2025	Conduct walkthroughs of the classroom using the selected walkthrough tool	Thomas Heath Reese	People and Time	
April 1, 2025 - June 6, 2025	Review and reflect on walkthrough data with teacher and coach	Thomas Heath Reese All Classroom	People and Time	
April 1, 2025 – June 6, 2025	Apply feedback from learning walks/peer observations in classrooms	Reese All Classroom Teachers	People and 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>
May 30, 2025	Walkthroughs based on differentiated areas of focus	100% of lesson plans written/annotated, accessible, and implemented, and evidence of focal	
May 30, 2025	PLC planning session	PLC minutes; completed unpacking tool; Data and lesson plans being	

**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.

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** Valerie Reese

**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.**  
This is a new key strategy.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
September 15, 2024	Develop a Guiding Coalition and determine meeting dates for the school year	Thomas	People and Time	
September 30, 2024	Provide professional development for staff to understand what a PLC is compared to what it is not	Heath	PD, People and Time	
September 30, 2024	Develop norms for PLC’s	Heath	People and Time	
September 30, 2024	Provide professional development to introduce the 4 essential questions	Reese	PD, People and Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 30, 2024	Guiding coalition is established	Year long calendar including meeting dates completed	
October 30, 2024	PD that includes the 3 big ideas and 4 essential questions	School wide norms are established and utilized in 100% of classrooms	

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

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<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> Valerie Reese
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 Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**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 key strategy.

<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>
November 1- December 20	Deliver a viable curriculum by unit to all students	Reese	People and Time	
November 1- December 20	Implement student data binders to monitor student learning	Thomas	People and Time	
November 1- December 20	Use assessment results to improve individual practice and to improve student learning	Reese	People and 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>
December 20, 2024	Attend PLCs	100% staff engaged in collaborative work	
December 20, 2024	Student Data Binders	65% of students will Student-Centered SMART goals for all their students	

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

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 This is a new key strategy.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January 6 -March 28	Implement a guaranteed and viable curriculum by unit to all students	Reese	People and Time	
January 6 -March 28	Creation of student-centered smart goals	Reese	People and Time	
January 6 -March 28	Monitor student learning through ongoing assessment process	Thomas	People and Time	
January 6 -March 28	Use assessment results to improve individual practice and to improve student learning	Reese	People and Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 28, 2024	Attend PLCs	All staff engaged in collaborative work	
March 28, 2024	Student Data Binners	Student-Centered SMART goals, Ongoing assessments	

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

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<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b>	<b>P</b>
April 1- June 13, 2024	Implement a guaranteed and viable curriculum by unit to all students	Reese	People and Time	
April 1- June 13, 2024	Creation of student-centered smart goals	Reese	People and Time	
April 1- June 13, 2024	Monitor student learning through ongoing assessment process	Thomas	People and Time	
April 1- June 13, 2024	Use assessment results to improve individual practice and to improve student learning	Reese	People and 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>
April 1- June 13,	Attend PLCs	All staff engaged in collaborative work	
April 1- June 13,	Student Data Binders	Student-Centered SMART goals, Ongoing assessments	

<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 2:</b> Tier 2 Intervention Practices	<b>School Lead:</b> Principal Thomas
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on walkthrough data, envision activity staff responses and teacher feedback, Tier 2 instruction was not being effectively implemented.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this by implementing walkthroughs and coaching cycles more consistently and following the PLC process with fidelity.

<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>
October 31, 2024	Conduct a teacher implementation audit of Tier 2 instruction	Reese	People and Time	
October 31, 2024	Define and clarify Tier 2 instructional practices based on audit	Heath	People and Time	
August 28 - October 31, 2024	Provide and engage in PD led by department coaches for unit and lesson internalization	Reese	People and Time and PD	

<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>
October 31, 2024	Audit Data	100% Teacher implementation of curriculum	
October 31, 2024	Tier 2 Instructional Practices Rubric	Rubric created and disseminated	

**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.

<b>Key Strategy 2:</b> Tier 2 Intervention Practices	<b>School Lead:</b> Principal Thomas
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on walkthrough data and teacher feedback, Tier 2 instruction was not being effectively implemented.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this by implementing walkthroughs and coaching cycles more consistently and following the PLC process with fidelity.

<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>
November 1, 2024 – December 20, 2024	Prioritize instructional indicators for improvement and set goals (differentiated by content grade level teacher)	Thomas	People, Time, PD	
November 1, 2024 – December 20, 2024	Provide ongoing supports such as PD, lesson labs and individual coaching	Reese	People, Time, PD	
November 1, 2024 – December 20, 2024	Conduct walkthroughs to monitor effectiveness of coordinated supports	Thomas	People and Time	
November 1, 2024 – December 20, 2024	Attend PD led by department coaches for unit and lesson internalization	Reese	People, Time and 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>
November 26, 2024	Teachers set goals for improvement	75% Teachers effectively implement Tier 2 instructional practices.	

<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> Tier 2 Intervention Practices	<b>School Lead:</b> Principal Thomas
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on walkthrough data and teacher feedback, Tier 2 instruction was not being effectively implemented.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this by implementing walkthroughs and coaching cycles more consistently and following the PLC process with fidelity.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January 6, 2025 – March 28, 2025	Provide ongoing supports such as PD, lesson labs and individual coaching	Reese	People, Time, PD	
January 6, 2025 – March 28, 2025	Conduct walkthroughs to monitor effectiveness of coordinated supports	Thomas	People, Time	
January 6, 2025 – March 28, 2025	Attend PD led by department coaches for unit and lesson internalization	Reese	People, Time and PD	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan 31 & March 31	Reflect on personal Instructional Practices	75% of Teachers improve at least 1 step on instructional practice rubric and revise goals	

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

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

**Key Strategy 2:** Tier 2 Intervention Practices

**School Lead:** Principal Thomas

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on walkthrough data and teacher feedback, Tier 1 and 2 instruction was not being effectively implemented.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this by implementing walkthroughs and coaching cycles more consistently and following the PLC process with fidelity.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April 1, 2025 – May 30, 2025	Provide ongoing supports such as PD, lesson labs and individual coaching	Reese	People, Time, PD	
April 1, 2025 – May 30, 2025	Conduct walkthroughs to monitor effectiveness of coordinated supports	Thomas	People, Time	
April 1, 2025 – May 30, 2025	Attend PD led by department coaches for unit and lesson internalization	Reese	People, Time, PD	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May & EOY	Reflect on personal Instructional Practices	90% of teachers improve on rubric and revise goals	

**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> Promoting Student Voice & Student Leadership	<b>School Lead:</b> Thien An Huynh-Boyle
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because student climate survey results indicated low percentages of student voice. When students feel like they belong and are invested in the school community it can lead to improved attendance and overall engagement.

**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 key strategy.

<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>
August 28-September 30, 2024	Create a structure for student council	Huynh-Boyle	Money, Time, People	
September 3-October 31, 2024	Create a criterion for student council membership	Huynh-Boyle	Money, Time, People	
October 31, 2024	Develop and share communication points for all Van Duyn stakeholders about student council implementation procedures	Huynh-Boyle	PD, Time, People	

<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>
September 20, 2024	First draft of student council structure created	Procedural manual for student council implementation	

<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> Promoting Student Voice & Student Leadership	<b>School Lead:</b> Thien An Huynh-Boyle
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because student climate survey results indicated low percentages of student voice. When students feel like they belong and are invested in the school community it can lead to improved attendance and overall engagement.

**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 key strategy.

<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>
November 26, 2024	Develop student campaign schedule	Huynh- Boyle	People, Time, Money,	
November 26, 2024	Conduct student council officer elections	Huynh- Boyle	People, Time, Money,	
December 20, 2025	Conduct first student council meeting	Huynh- Boyle	People and 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>
November 15	Visible and varied campaign participants	All Students engaged in an electoral process	
December 20	Agenda created for student council meeting	100% of student council members present at the meeting; meeting minutes	

<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> Promoting Student Voice & Student Leadership	<b>School Lead:</b> Thien An Huynh-Boyle
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because student climate survey results indicated low percentages of student voice. When students feel like they belong and are invested in the school community it can lead to improved attendance and overall engagement.

**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 key strategy.

<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>
January 6, 2025 – March 28, 2025	Conduct regular monthly student council meetings	Huynh- Boyle	People and Time	
February 28, 2025	Plan at least 1 school community engagement activity	Huynh- Boyle	People and 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>
March 24	Updates shared with SLT and staff	Meeting minutes and agendas	
February 28	Advertisement of the community engagement activity	65% Stakeholder participation	

<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> Promoting Student Voice & Student Leadership	<b>School Lead:</b> Thien An Huynh-Boyle
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because student climate survey results indicated low percentages of student voice. When students feel like they belong and are invested in the school community it can lead to improved attendance and overall engagement.

**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 key strategy.

<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 1, 2025 – June 10, 2025	Conduct regular monthly student council meetings	Huynh-Boyle	People and Time	
May 30, 2025	Plan at least 1 school community engagement activity	Huynh-Boyle	People and 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>
April 18 & June 9	Updates shared with SLT and staff	Meeting minutes and agendas	
May 22	Advertisement of the community engagement activity	95% Stakeholder participation	

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

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

<b>Key Strategy 2:</b> Parent Communication Strategy Including Regular Updating of Contact Information	<b>School Lead:</b> Vice Principal Heath
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because based on family survey data, some parents are unsure of how/who to communicate with at school. If we engage families in stronger communication we will strengthen the partnership and make them feel more invested in the school community.

**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 key strategy.

<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>
August 28, 2024 – September 30, 2024	Develop a beginning of the year informational resource for families	Heath	People and Time	
August 28, 2024 – October 31, 2024	Develop a schoolwide newsletter	Reed	People and Time	
August 29, 2024	Develop a criterion for two-way communication between staff and families to include expectations, frequency and use of school tool	Thomas	People and 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>
October 18	Family Outreach documented in School Tool	100% of families have been contacted by a Van Duyn staff member	
September 20	Informational Resource for Families	Important information brochure created and distributed to 100% families	

**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> Parent Communication Strategy Including Regular Updating of Contact Information	<b>School Lead:</b> Vice Principal Heath
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because based on family survey data, some parents are unsure of how/who to communicate with at school. If we engage families in stronger communication we will strengthen the partnership and make them feel more invested in the school community.

**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 key strategy.

<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>
November 26, 2024	Share monthly family newsletter	Reed	People and Time	
November 26, 2024	Survey families to determine effectiveness of our two-way communication system	Reed	People and Time	
December 20, 2024	Revise two-way communication plan if needed	Thomas	People and 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 29- Dec 20,	Monthly Newsletter	100% of families receiving monthly newsletter	
Dec 20	Analyze family communication data	85% of families engaged using the system	

**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> Parent Communication Strategy Including Regular Updating of Contact Information	<b>School Lead:</b> Vice Principal Heath
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because based on family survey data, some parents are unsure of how/who to communicate with at school. If we engage families in stronger communication we will strengthen the partnership and make them feel more invested in the school community.

**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 key strategy.

<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>
January 31, 2025	Update informational resource and resend to families	Heath	People and Time	
January 6, 2025 – March 31, 2025	Share monthly family newsletter	Reed	People and Time	
January 31, 2025	Request updated contact information from families	Reed	People and Time	
January 21, 2025	Survey families on the effectiveness of communication	Reed	People and 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>
Feb 28	Monthly newsletter	Relevant information for the month	
January 17	Important information guide for families	65% of families will update information	
January 17	Survey data	65% of families will complete survey	

**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> Parent Communication Strategy Including Regular Updating of Contact Information	<b>School Lead:</b> Vice Principal Heath
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 We are selecting this strategy because based on family survey data, some parents are unsure of how/who to communicate with at school. If we engage families in stronger communication we will strengthen the partnership and make them feel more invested in the school community.

**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 key strategy.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April 1, 2025 – June 10, 2025	Share monthly family newsletter	Reed	People and Time	
May 1, 2025 – June 10, 2025	Provide families with an end of year survey on the effectiveness of communication	Reed	People and Time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 30	Monthly newsletter	Relevant information for the month	
May 19	Survey created	75% of families will complete survey	

**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> Social Emotional Learning	<b>School Lead:</b> Molly Phelps, Social Worker
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on student responses to the district climate survey (57% favorable regarding the energy of the school) and student panorama survey data (59% positive school climate), we are selecting this strategy because if we develop a positive environment students will want to attend school.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by aligning and incorporating SEL into teacher practices instead of being led by support staff as done in 2023-2024 school year.

<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>
August 29, 2024	Create expectations for SEL instruction	Heath	People and Time	
August 29, 2024	Create schoolwide calendar to include IB, SEL, and PBIS activities	Thomas	People and Time	
September 30, 2024	Provide PD for all staff on Second Step Program	Phelps	PD, People and Time	
September 3- October 31, 2024	Establish classroom routines and procedures for SEL instruction	Phelps	People and Time	
October 30, 2024	Research and create SEL walkthrough tool to align with IB	IB Coordinator	People and 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>
September 9, 2024 - October 31,	Walkthrough: Classrooms are implementing SEL instruction daily	SEL instruction happening in every classroom daily, students multitasking breakfast and SEL instruction	
September 30, 2024	PD on second step	100% of teachers receive Second Step PD	

<b>Notes/Reflections/Potential Adjustments to Inform November – December 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> Social Emotional Learning	<b>School Lead:</b> Molly Phelps, Social Worker
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on student responses to the district climate survey (57% favorable regarding the energy of the school) and student panorama survey data (59% positive school climate), we are selecting this strategy because if we develop a positive environment students will want to attend school.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by aligning and incorporating SEL into teacher practices instead of being led by support staff as done in 2023-2024 school year.

<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>
November 1 - December 20, 2024	Update schoolwide calendar as needed	Thomas	People and Time	
November 1 - December 20, 2024	Teach SEL lessons with fidelity	Boatwright	People and Time	
December 20, 2024	Analyze and monitor SEL instruction according to scope and sequence	Phelps	People and 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>
November 1, 2024 – December 20, 2024	Schoolwide calendar	Monthly assemblies, student of the month, incentives scheduled and implemented	
November 1, 2024 – December 20, 2024	Walkthroughs	100% of Classrooms engaged in SEL instruction at designated time	

<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> Social Emotional Learning	<b>School Lead:</b> Molly Phelps, Social Worker
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on student responses to the district climate survey (57% favorable regarding the energy of the school) and student panorama survey data (59% positive school climate), we are selecting this strategy because if we develop a positive environment students will want to attend school.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by aligning and incorporating SEL into teacher practices instead of being led by support staff as done in 2023-2024 school year.

<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>
January 6 –March 28, 2024	Update the schoolwide calendar as needed	Thomas	People and Time	
January 6 –March 28, 2024	Implement SEL lessons with fidelity	Boatwright	People and Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to</b>	<b>What we actually</b>
January 6 – March 28, 2024	Schoolwide Calendar	Monthly assemblies, student of the month	
January 6 – March 28, 2024	Walkthroughs	100% of Classrooms engaged in SEL instruction at designated	

<b>Notes/Reflections/Potential Adjustments to Inform April – June 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> Social Emotional Learning	<b>School Lead:</b> Molly Phelps, Social Worker
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on student responses to the district climate survey (57% favorable regarding the energy of the school) and student panorama survey data (59% positive school climate), we are selecting this strategy because if we develop a positive environment students will want to attend school.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by aligning and incorporating SEL into teacher practices instead of being led by support staff as done in 2023-2024 school year.

<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 1 – June 20, 2025	Update the schoolwide calendar as needed	Thomas	People and Time	
April 1 – June 20, 2025	Implement SEL lessons with fidelity	Boatwright	People and Time	
June 20, 2025	Create a form to reflect on the schoolwide calendar and make suggestions for the next year	Thomas	People and 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>
April 1 – June 20,	Schoolwide calendar	Monthly assemblies, student of the month, incentives	
April 1 – June 20,	Walkthroughs	100% of Classrooms engaged in SEL instruction at designated time	
June 20, 2024	Microsoft Form	80% of staff complete form to give feedback	

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

**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> Implementing an effective Student Intervention Team	<b>School Lead:</b> Andrea Melfi
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on staff responses during envision activity and 2022-2023 SIT data, we are selecting this strategy because having a more effective process will help to better support students.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by updating the SIT process and aligning schoolwide expectations.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August 29, 2024	Identify SIT Team Leaders	Heath	People, Time,	
September 30, 2024	Align expectations and provide role clarity.	Heath	People, Time,	
September 30, 2024	Communicate process with all stakeholders.	Melfi	People, Time,	
September 3 -October 31, 2024	Create a schedule for SIT Triage and SIT	Melfi	People, Time,	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
September 30, 2024	Mock Meeting	Check for understanding, SIT team leaders are following the process created	
September 30, 2024	Shared Schedule & Expectations Documents	Folders created for schedules, meeting minutes, etc (housed in VDES folder)	

**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.

<b>Key Strategy 2:</b> Implementing an effective Student Intervention Team	<b>School Lead:</b> Andrea Melfi
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on staff responses during envision activity and 2022-2023 SIT data, we are selecting this strategy because having a more effective process will help to better support students.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by updating the SIT process and aligning schoolwide expectations.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
November 1- December 20, 2024	Conduct regular SIT Triage and SIT meetings	Heath	People, Time	
November 1- December 20, 2024	Provide expectations for SIT referrals with appropriate data.	Melfi	People, Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
November 1- December 20, 2024	Teachers submit SIT referrals with appropriate data	Consistent progress monitoring of referred students	
November 1- December 20, 2024	SIT meeting minutes	Completed minutes regularly uploaded to SIT folder	

**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> Implementing an effective Student Intervention Team	<b>School Lead:</b> Andrea Melfi
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on staff responses during envision activity and 2022-2023 SIT data, we are selecting this strategy because having a more effective process will help to better support students.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by updating the SIT process and aligning schoolwide expectations.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
January 6-March 28, 2025	Provide SIT stats during staff meetings	Heath	People, Time	
January 6-March 28, 2025	Conduct regular SIT Triage and SIT meetings	Heath	People, Time	
January 6-March 28, 2025	Submit SIT referrals with appropriate data	All Classroom Teachers	People, Time	
February 28, 2025	Collect feedback from teachers regarding the effectiveness and their understanding of the SIT Process.	Heath	People, Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
January 6-March 28, 2025	Slide with stats at Staff Meeting	Each SIT team leader provides stats for their team to be added to the slides	
January 6-March 28, 2025	Relevant data included with SIT referrals from teachers	100% of staff will include the data protocols included with SIT referral	
January 6-March 28, 2025	SIT meeting minutes	Completed minutes regularly uploaded to SIT folder	

**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.

<b>Key Strategy 2:</b> Implementing an effective Student Intervention Team	<b>School Lead:</b> Andrea Melfi
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on staff responses during envision activity and 2022-2023 SIT data, we are selecting this strategy because having a more effective process will help to better support students.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
We will refine this strategy by updating the SIT process and aligning schoolwide expectations.

**IMPLEMENTATION PLAN (APRIL– JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
April 1- June 10, 2025	Provide updated SIT stats during staff meetings	Heath	People, Time	
April 1- June 10, 2025	Monitor and adjust regular SIT Triage process	Heath	People, Time	
April 1- June 10, 2025	Review and revise SIT referrals submitted by teachers with appropriate data	Melfi	People, Time	
May 1- June 20	Develop and complete survey on SIT process	All Stakeholders	People, Time	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April 1- June 10, 2025	Relevant data included with SIT referrals from teachers	Consistent progress monitoring of referred students	
April 1- June 10, 2025	SIT meeting minutes	Completed minutes regularly uploaded to SIT folder	
April 1- June 10, 2025	Staff feedback	100% of staff provide input on process and procedures for SIT	

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

## 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 REMAIN BLANK</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	90% Strongly/Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% Strongly/Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	80% Strongly/Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	80% Strongly/Agree	
5	It was evident that our school focused on numeracy and literacy.	85% Strongly/Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	85% Strongly/Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	90% Strongly/Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	80% Strongly/Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	85% Strongly/Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80% Strongly/Agree	

	<b>Student Survey Questions (Grades 3-5)</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	How positive or negative is the energy of the school? (SC1)	57% Favorable	65% Favorable	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	27% Favorable	35% Favorable	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	73% Favorable	85% Favorable	
4	How often are people disrespectful to others at your school? (SS1)	26% Favorable	35% Favorable	
5	How often do students get into physical fights at your school? (SS2)	32% Favorable	40% Favorable	
6	How often do you worry about violence at your school? (SS4)	44% Favorable	55% Favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	59% Favorable	70% Favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	63% Favorable	75% Favorable	
9	When your teacher asks, "How are you?", how often do you feel	58% Favorable	70% Favorable	

	that your teacher really wants to know your answer? (TSR2)			
10	How respectful is your teacher towards you? (TSR4)	85% Favorable	90% Favorable	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<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)	88% Favorable	92% 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 parents? (BE8)	88% Favorable	92% 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)	88% Favorable	92% Favorable	
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	75% Favorable	80% 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)	75% Favorable	80% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	75% Favorable	80% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	63% Favorable	75% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	63% Favorable	75% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	71% Favorable	80% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	63% Favorable	75% 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
		N/A	4/10	5/21	5/23	6/20	5/2, 5/7, 5/14	6/4, 6/6, 6/25
Amanda Thomas	Principal		X	X	X		X	X
Nicole Heath	Vice Principal		X	X	X		X	X
Valerie Reese	Instructional Coach		X	X		X	X	X
Karin Kirnie	Data Liaison		X	X			X	X
Andrea Melfi	Intervention Teacher		X		X		X	X
Riley Napolitano	Special Education Teacher		X	X	X		X	X
Molly Phelps	Social Worker		X		X		X	X
Gwendolyn Fagan	Teacher		X	X			X	X
Abigail Dewey	Teacher		X	X	X		X	X
Jawan Simmons	Special Education Teacher		X		X		X	X
Sybele De La Cruz	Teacher		X	X	X		X	X
Brealle Glover	Teacher		X		X		X	X
Maura White	AIS Teacher		X	X	X	X	X	X
Katherine Sisto	AIS Teacher		X	X	X	X	X	X
Nakisha Rogers	Parent		X	X			X	X
Nadine Malcolm	IB Coordinator		X	X	X		X	X
Thien An Huynh-Boyle	Teacher		X		X		X	X
Jennifer Kailer	Library Media Specialist		X	X	X		X	X
Deandra Floyd	Teaching Assistant		X				X	X
Danielle Knapp	Teacher					X		
Monique Hill	Parent							X

## 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 interviews helped shape our student council focus for next year, giving student perspective on activities we want to prioritize for next year.