



## 2024-25 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Seymour Dual Language Academy	James Nieves	Pre-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		
	<i>Name</i>	<i>Title / Role</i>
1	James Nieves	School Principal
2	Danielle Guiffre	Vice Principal
3	Ilianatacha Rosa	Administrative Intern
4	Michelle Brooks	STA Representative, Consultant Teacher K-1
5	Lillian Zayas	District Bilingual Coach
6	Sandra McKenney	Instructional Coach
7	Gloria Kimmich	Diversity, Equity, Belonging Liaison, Kindergarten Teacher
8	Sara Phillips	Science Liaison, 3 <sup>rd</sup> Grade Teacher
9	Donna Worden	ELA Liaison, ELA AIS Teacher K-5
10	Evelyn Gonzalez	SLA Liaison, Spanish as a New Language Teacher, Impact
11	Lina Barrientos	Social Worker Assistant
12	Michalea Lincoln	Math QR Teacher
13	Catherine Romano	Self-Contained Teacher
14	Neysha Andino Matos	First Grade Spanish Teacher
15	Kelly Penoyer	AIS Teacher Spanish K-2, Impact Team
16	Shelly Simpson	AIS Math Teacher Spanish K-5
17	Mayeley Ruiz	Third Grade Teacher
18	Sara Pica	English as a New Language Teacher
19	Kristen Chavez	Second Grade Teacher
20	Alisvech Aguila	Spanish as a New Language
21	Maria Alejandra Garcia	Spanish as a New Language Teacher, Impact Team
22	Jesus Ortiz	AIS Teacher Spanish K-5
23	Krissy Kolbasook	Math QR Teaching Assistant
24	Catherine Romano	Self-Contain Teacher
25	Rosario Anamaria	Consultant Teacher
26	Pedro Abreu	Social Worker
27	Erica Rose	Parent

28	Leyanis de La Pena	Parent
29	Fanny Villarreal	Community Partner - YWCA Director

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## Academic Commitment #2

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## Attendance Commitment

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## End of Year Survey

## SCEP Development Team Participation

## OVERVIEW PAGE

Year-End Goals		
Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>	
1	ELA	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p style="font-size: 1.2em; margin: 0;">Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

Commitments		
1	<b>Academic</b>	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	<b>Academic</b>	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	<b>Attendance</b>	This school is committed to ensuring all students feel a sense of belonging and attend school daily.
4	<b>Student Supports</b>	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>	R
		2	<b>Explicit Instructional Strategies for Diverse Learners</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>	R
		2	<b>Formative Assessment Practices</b>	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>School-wide Classroom Daily Attendance Taking Protocol</b>	R
		2	<b>Implementing an Effective Attendance Team</b>	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Implementing and Effective Student Intervention Team (SIT)</b>	R
		2	<b>Multi-Tiered System of Supports (MTSS)</b>	E

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Ilianatacha Rosa
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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.**

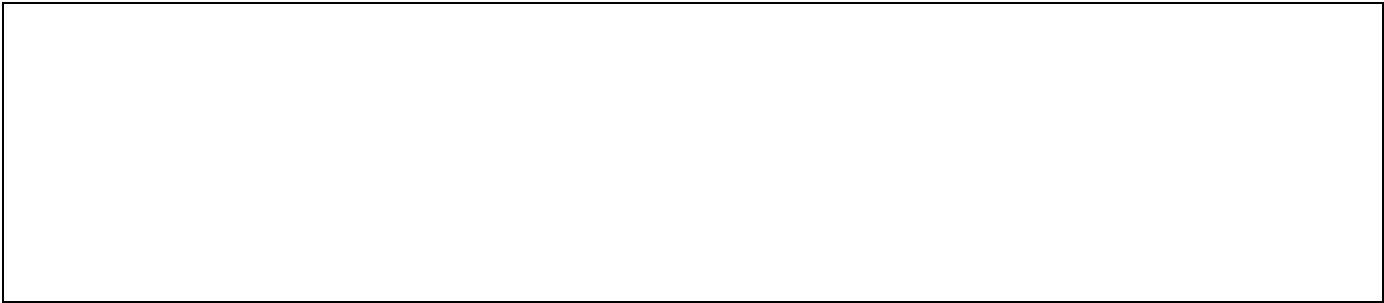
In 2023-24, our implementation of Accountable Talk included strategies under stage one implementation using open ended questions for multilingual/diverse learners.

This year, we will expand Accountable Talk by providing staff training on the stage 2 implementation of questioning that allows genuine discussion when students build on each-other's ideas.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug, 15 <sup>th</sup> to Aug. 30 <sup>th</sup>	Review and revise stage 1 implementation and create a plan for accountable talk moves for the year.	Mrs. McKenney	Instructional Leadership Team (Admin, Content Liaisons, and Instructional Coaches)	
Aug. 30 <sup>th</sup>	Create a plan to integrate accountable talk into the first three weeks of school, focusing on building a strong accountable talk community.	Ms. Rosa	Instructional Coaches District Content Area Coaches / Impact Coaches	
Sept. 30 <sup>th</sup>	Calibrate with instructional leadership team the accountable talk look-fors in the dual language walk-through tool.	Mr. Nieves	Admin Team Instructional Leadership Team TNTP Dual Language walk-through tool	
Sept. 15 <sup>th</sup> to October 31 <sup>st</sup>	Provide training to all staff on the foundations of accountable talk moves and the stages of the implementation guide.	Mrs. McKenney Ms. Zayas	PD will take place during PLCs, as well as coaches’ clinic. TNTP Consultants will support the sessions. Ms. Zayas	
Sept. 30 <sup>th</sup>	Develop accountable talk expectation, visuals, and anchor charts to create uniformity across the school.	Ms. McKenney	Grade level leads Content Liaisons	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept. 15 <sup>th</sup>	Create a WT year-long schedule	WT Schedule	
Sept. 30 <sup>th</sup>	Calibration sessions scheduled	3 calibration sessions completed	
Oct. 18 <sup>th</sup>	PD on AT stage 1 implementation scheduled.	100% of instructional staff participated in PD on AT stage 1.	

**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.

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In 2023-24, our implementation of Accountable Talk included strategies under stage one implementation using open ended questions for multilingual/diverse learners.

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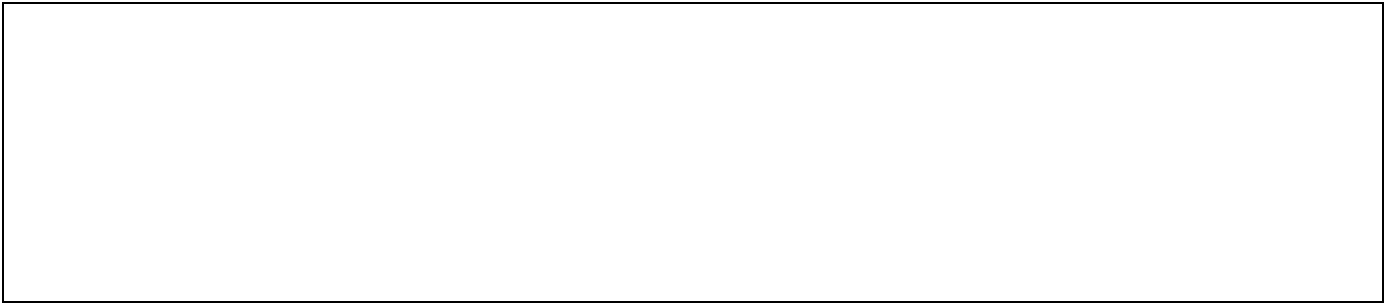
**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Nov. 8 <sup>th</sup> to Dec. 20 <sup>th</sup>	Identify opportunities in lesson plans for one of the three types of accountable talk and create a plan for implementation.	Mrs. McKenney	Coaches Clinic Grade Level Teams Leads	
Nov. 22 <sup>nd</sup>	Provide multiple fishbowl training for staff that focuses on the three different types of effective accountable talk moves.	Mrs. McKenney	PD	
Once in Nov. and Dec.	Engage in monthly walkthroughs that provide teachers feedback based on the accountable talk look-fors in our DL walkthrough tool.	Mr. Nieves	Building Instructional Coaches TNTP Consultants and Admin Team	
Dec. 20 <sup>th</sup>	Provide PD to all building staff on selected components of the stage 2 implementation.	Mrs. McKenney	District Coach and Impact Coaches	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Dec. 20 <sup>th</sup>	Opportunities for Accountable Talk in lesson plans were reviewed and identified.	80% of teachers are effectively implementing accountable talk strategies in their lessons.	
Dec. 20 <sup>th</sup>	WTs conducted	90% of teachers received feedback on accountable talk based on walkthrough observations.	
Dec. 20 <sup>th</sup>	Schedule PD on AT Stage 2 implementation	100% of instructional staff received PD on AT stage 2 implementation. (based on district AT rubric)	

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





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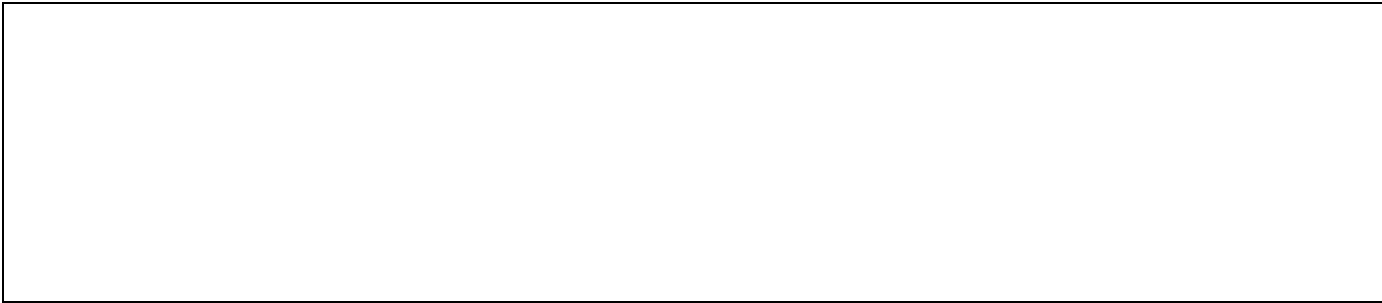
**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
From Jan. 6 <sup>th</sup> to Mar. 31 <sup>st</sup>	Continue providing professional development based off schedule set in the fall 2024.	Ms. Rosa	Instructional Leadership Team TNTP Consultants	
Jan. 15	Analyze the latest walkthrough data with SLT and ILT and create a plan to determine what student created artifacts/student work we will collect and will use as evidence of Accountable Talk impact (e.g. writing tasks, explanations, and justifications).	James Nieves	SLT and Instructional Leadership Team	
From Jan. 16 <sup>th</sup> to Mar. 15 <sup>th</sup>	Continue conducting walkthroughs using the scheduled developed in fall 2024, and provide feedback to teachers, collect evidence of accountable talk.	Mrs. McKenney	Instructional Leadership team	
Mar. 21 <sup>st</sup>	Provide PD on the stage 3 implementation of Accountable Talk.	Ms. Rosa	Instructional Leadership Team	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Jan. 31 <sup>st</sup>	Walkthrough data collected	90% of walkthroughs indicate evidence of accountable talk	
Jan. 31 <sup>st</sup>	NWEA ELA	35% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment.	
Jan. 31 <sup>st</sup>	NWEA Math	50% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

**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.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Ilianatacha Rosa
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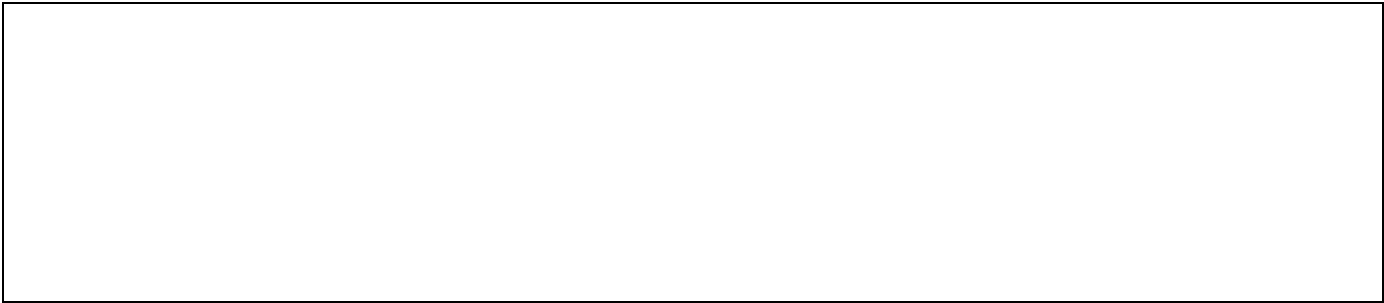
**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
From Apr. 1 <sup>st</sup> to Jun. 26 <sup>th</sup>	Continue providing professional development based off schedule set in the fall 2024.	Ms. Rosa	Instructional Leadership Team TNTP Consultants	
From Apr. 1 <sup>st</sup> to Jun. 26 <sup>th</sup>	Continue conducting walkthroughs using the scheduled developed in fall 2024, and provide feedback to teachers	Mrs. McKenney	Instructional Leadership team TNTP	
Apr. 11 <sup>th</sup> May 8 <sup>th</sup> June 2 <sup>nd</sup> , May 23 <sup>rd</sup>	Analyze the latest walkthrough data with SLT and ILT and create a plan to determine what student created artifacts/student work we will collect and will use as	James Nieves	SLT and Instructional Leadership Team	
May 23 <sup>rd</sup>	Provide PD on the stage 4 implementation of Accountable Talk.	Ms. Rosa	Instructional Leadership Team	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
April. 30 <sup>th</sup>	Walkthrough data collected	95% of walkthroughs indicate evidence of accountable talk Walkthrough data analyzed and presented to 100% of instructional staff.	
June 15 <sup>th</sup>	NWEA ELA	45% of students have met or exceeded their projected growth from the Fall 2024 assessment to the Spring 2025 assessment.	
June 15 <sup>th</sup>	NWEA Math	65% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

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

<b>Key Strategy 2: Explicit Instruction for Diverse Learners</b>	<b>School Lead: Lillian Zayas</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 After analyzing our needs assessment, academic data, student interviews, and considering our dual language program, it is evident the need to provide our instructional staff with effective instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). Students are not receiving effective differentiated instruction.

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

Staff will plan and implement lessons that focus on explicit instruction for diverse learners, thinking about the how, what, why. Additionally, they will focus on making sure explicit language learning targets and cross linguistic connections are planned.

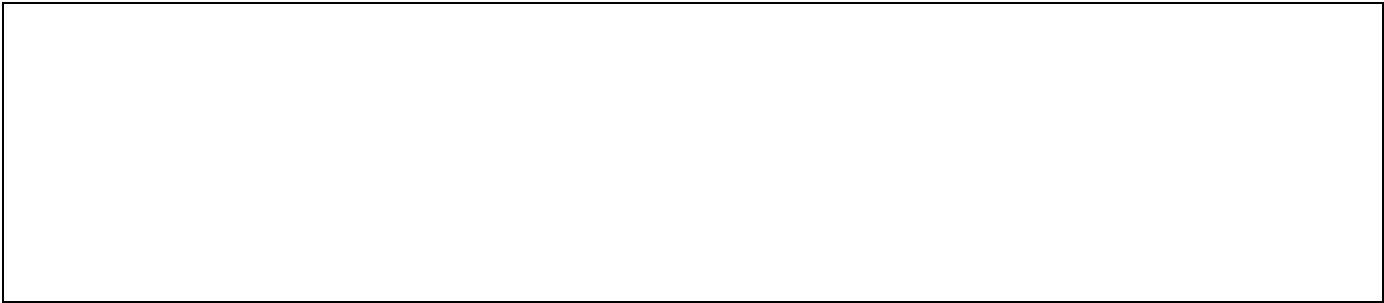
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<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 15 <sup>th</sup>	Identify and select three explicit strategies that support multilingual learners and students with individualized educational plans to roll-out to staff from the DL Walkthrough Tool.	Ms. Zayas	Instructional Leadership Team Collaboration with TNTP	
By Oct. 1 <sup>st</sup>	Plan and provide professional development(s) on the three explicit strategies to deepen teacher expertise.	Ms. Zayas	Mrs. McKenney TNTP Consultants	
Oct. 1 <sup>st</sup>	Introduce the Language Acquisition Chart to all staff to use when creating lesson plans based on students' ELP scores.	Ms. Pica	ENL district coach	
Oct. 31 <sup>st</sup>	Conduct bi-weekly walkthroughs focused on the implementation and effectiveness of explicit instructional strategies. Data will be gathered, and teachers will be provided feedback on the implementation of the explicit instructional strategies	Mr. Nieves	Instructional Leadership Team TNTP Consultants	
Oct. 31 <sup>st</sup>	Model the use of visual supports in all staff PD opportunities (staff meetings, etc.).	Mrs. Gonzalez	ENL/SNL teachers	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Aug. 30 <sup>th</sup>	Explicit strategies identified	3 explicit strategies	
Oct. 15 <sup>th</sup>	PD on explicit strategies scheduled	Implementation of explicit strategies	
Oct. 31 <sup>st</sup>	Language Acquisition Chart language shared	Teachers utilize strategies to provide access to lessons for ELLs.	
Oct. 31 <sup>st</sup>	WT schedule created	Feedback provided to teachers based on WTs on implementation of EI	

**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.

<b>Key Strategy 2: Explicit Instructional Strategies for Diverse Learners</b>	<b>School Lead: Lillian Zayas</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 After analyzing our needs assessment, our academic data, student interviews, and considering our dual language program, it is evident the need to provide our instructional staff with effective instructional strategies that meet the needs of our different groups of diverse learners (English Language Learners, Spanish Language Learners, Students with Individualized Educational Programs, among others). Students are not receiving effective differentiated instruction.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Staff will plan and implement lessons that focus on explicit instruction for diverse learners, thinking about the how, what, why. Additionally, they will focus on making sure explicit language learning targets and cross linguistic connections are planned.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 30 <sup>th</sup>	Provide training on integrating the identified explicit strategies into all content areas including academic interventions and related studies.	Ms. Zayas	Instructional Leadership Team TNTP Consultants	
Nov. 30 <sup>th</sup>	Provide meeting time for teachers to develop resources for students that support making instruction explicit (e.g. graphic organizers)	Ms. McKenney	During PLCs and Coaches’ clinic	
Nov. 30 <sup>th</sup>	Provide teachers with PD to facilitate authentic cross-linguistic connections between Spanish and English to support oracy development.	Ms. McKenney	Using our TNTP Consultants	
Dec. 31 <sup>st</sup>	Conduct bi-weekly walkthroughs focused on providing teachers with feedback on the implementation and effectiveness of the E.I.S.	Ms. Zayas	Instructional Leadership Team	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Nov. 30	PD plan to provide training to all content, interventionist and related studies teachers created.	All staff trained in EI Strategies and Crosslinguistic connections.	
Nov. 30	Time provided to teachers to develop resources	Resources developed.	
	WT calendar created	Rounds of WT completed	

**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.

<b>Key Strategy 2: Explicit Instruction for Diverse Learners</b>	<b>School Lead: Lillian Zayas</b>
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Jan. 31 <sup>st</sup>	Provide teachers with PD to facilitate authentic cross-linguistic connections between Spanish and English to support oracy development.	Ms. Zayas	Instructional Coaches TNTP consultants	
Jan. 31 <sup>st</sup>	Analyze the latest walkthrough data with SLT and ILT and create a plan to determine what student created artifacts/student work we will collect and will use as evidence of Explicit Instruction impact (e.g. writing tasks, explanations, and justifications).	James Nieves	SLT and Instructional Leadership Team	
Jan. 31 <sup>st</sup>	Evaluate action steps and adjust / modify steps as needed	James Nieves	SLT	
January - March	Continue providing meeting time for teachers to develop resources for students that support making instruction explicit (e.g. graphic organizers)	Ms. McKenney	During PLCs and Coaches’ clinic	
January - March	Conduct bi-weekly walkthroughs focused on providing teachers with feedback on the implementation and effectiveness of the E.I.S.	Ms. Zayas	Instructional Leadership Team	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan. 31 <sup>st</sup>	PD Scheduled on Crosslinguistic connections	Increase oracy development in students in both languages	
Jan. 31 <sup>st</sup>	NWEA ELA	35% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment.	
Jan. 31 <sup>st</sup>	NWEA Math	50% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	
March 31 <sup>st</sup>	Artifacts/student work	90% of students will have achieved mastery on created artifacts/student work	



**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.

<b>Key Strategy 2: Explicit Instruction for Diverse Learners</b>	<b>School Lead:</b> <b>Lillian Zayas</b>
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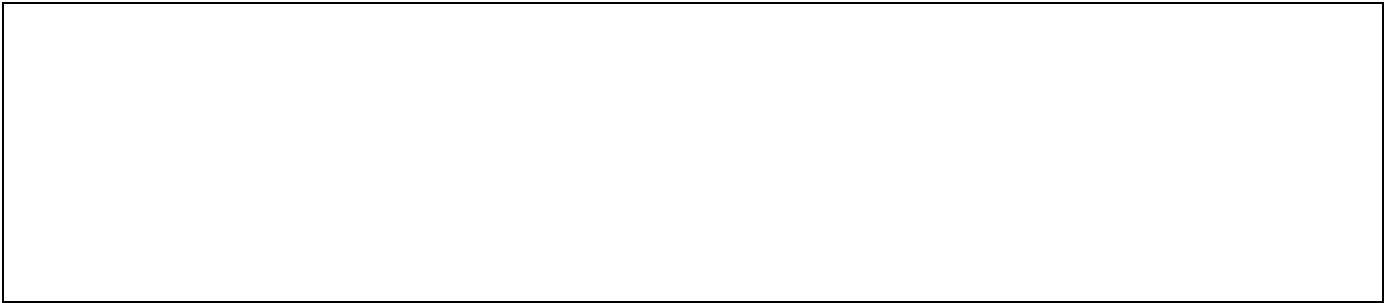
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From April 1 <sup>st</sup> to June 1 <sup>st</sup>	Ongoing PD to facilitate authentic cross-linguistic connections between Spanish and English to support oracy development across all content areas.	Ms. Zayas	Instructional Coaches TNTP consultants	
Mar. 14 <sup>th</sup>	Analyze the latest walkthrough data with SLT and ILT and create a plan to determine what student created artifacts/student work we will collect and will use as evidence of Explicit Instruction impact (e.g. writing tasks, explanations, and justifications).	James Nieves	SLT and Instructional Leadership Team	
April - June	Continue providing meeting time for teachers to develop resources for students that support making instruction explicit (e.g. graphic organizers)	Ms. McKenney	During PLCs and Coaches’ clinic	
April - June	Continuing with bi-weekly walkthroughs focused on providing teachers with feedback on the implementation and effectiveness of the E.I.S.	Ms. Zayas	Instructional Leadership Team	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
May 31 <sup>st</sup>	Artifacts/student work	90% of students will have achieved mastery on created artifacts/student work	
June 15 <sup>th</sup>	NWEA ELA	45% of students have met or exceeded their projected growth from the Fall 2024 assessment to the Spring 2025 assessment.	
June 15 <sup>th</sup>	NWEA Math	65% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

**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: Sandra McKenny**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, our implementation of PLC included Foundational PLC structures (collaboration template, data analysis and content knowledge). This year we will expand PLC by 1) Analyze data from common grade level assessments, 2) On-going progress monitoring 3) expand teacher content knowledge on grade level standards.

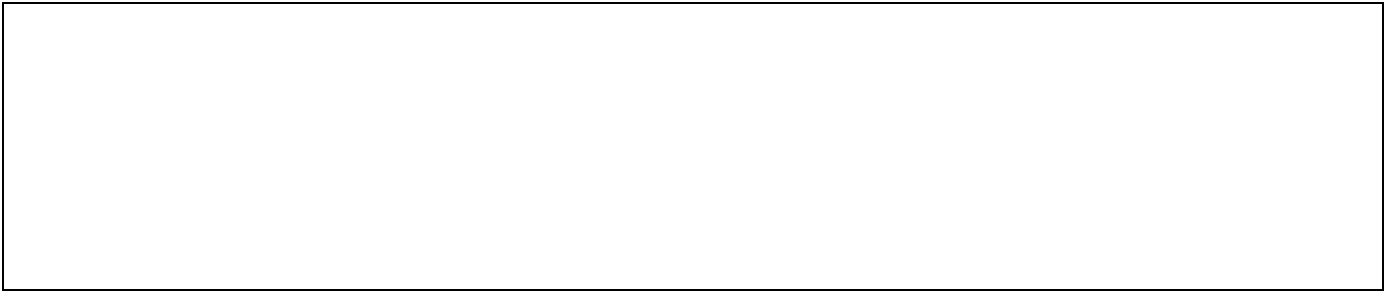
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
August 19-23, 2024	Create and provide PD PLC framework and goals for the year.	Sandra Mckenney	Leadership Team, Time	
September 1, 2024	Develop a schedule/template that allows time for teacher teams to develop working relationships, plan instruction, assess students’ progress, and reflect on collaboration.	Ilianatacha Rosa	Leadership Team, Time	
Sept 16-20, 2024	Define the vision and mission of PLCs	James Nieves	PD, People Time	
September 16-20, 2024	Create grade level norms and accountability protocol with self-assessment checkpoint.	Sandra Mckenney	PD, Time	
October 21-25, 2024	Identify essential standards and create SMART Goals for the grade level.	Danielle Guiffre	PD, Time	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
August 26, 2024	PLC framework and goals created	Framework and goals align with vision and mission of PLC	
October 1, 2024	Schedule and collaboration template created	Instruction plan, assess/progress students’ learning, and collaboration/teaching reflection being used to drive weekly instruction.	
Oct 1, 2024	Teams created grade level norms and accountability.	Teams follow the norms and accountability protocol 100% of the time.	
October 31, 2024	Essential standards identified and SMART goal created.	Progress monitor of the SMART goal being met.	

**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 1: Effective PLC Implementation</b>	<b>School Lead: Sandra McKenney</b>
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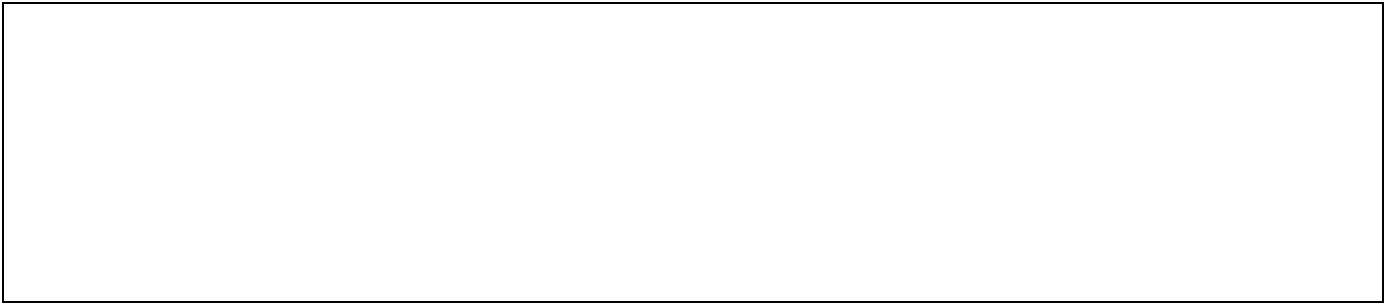
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, our implementation of PLC included Foundational PLC structures (collaboration template, data analysis and content knowledge). This year we will expand PLC by 1) Analyze data from common grade level assessments, 2) On-going progress monitoring 3) expand teacher content knowledge on grade level standards.

<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	Unpack unit assessments for language arts and math and determine a cycle of inquiry through December.	Sandra McKenney	Instructional Leadership Team PD	
November 4-8, 2024	Give students common grade level assessment(s).	Ilianatacha Rosa	Teachers Time	
November 11-15, 2024	Analyze data from common assessment(s) to determine student acquisition and adjust teaching strategies and monitor student data.	Danielle Guiffre	PD, Time	
December 2-6, 2024	Provide teachers training on instructional strategies based on data analysis results.	Sandra McKenney	PD	
December 16-20, 2024	Give students common grade level assessment(s) to determine grade level SMART Goal progression.	Ilianatacha Rosa	Teachers 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 4-8, 2024	Student common grade level assessment administered.	50% of students are demonstrating progression to meet grade level standards by the end of the year.	
November 18-22, 2024	Data analysis of student assessment	100% of teachers will create personalized student goals based on grade level assessments.	
December 9-13, 2024	Professional Development of instructional strategies.	80% of teachers drive instruction by using new instructional strategies presented and tracking student growth.	

**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 1: Effective PLC Implementation**

**School Lead:**  
**Sandra McKenney**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, our implementation of PLC included Foundational PLC structures (collaboration template, data analysis and content knowledge). This year we will expand PLC by 1) Analyze data from common grade level assessments, 2) On-going progress monitoring 3) expand teacher content knowledge on grade level standards.

**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, February 3, March 3, 2025	Develop a schedule for monthly data analysis sessions.	Sandra Mckenney	Administration Team Time	
Mid-January	Continue to advance with PLC Framework and adjust plan as needed based on progress monitor.	Sandra Mckenney	Leadership Team	
January 13- 17, February 10-14 March 10- 14, 2025	Give students common grade level assessment(s).	Danielle Guiffre	Classroom Teachers Time	
January 20- 24, February 24-28 March 17- 21, 2025	Analyze data from common assessment(s) to determine student mastery of grade level standards or topic.	Lillian Zayas	Administration Team PD, Time	
January 20- 24, February 24-28 March 17- 21, 2025	Identify the upcoming grade-level assessments and corresponding standards and topics, ensuring alignment with curriculum requirements and future learning objectives.	Sandra McKenney	Instructional Leadership Team PD, Time	
January- 27- 31 February 24- 28 March 24-28	Adjust teaching strategies and provide PD on next month teaching strategies.	Lillian Zayas	Instructional Coach PD, Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
January 6, February 3, March 3, 2025	Monthly Data Analysis Schedule created	100% Fidelity in using the monthly data analysis schedule.	
January 17, February 14 March 14, 2025	Student common grade level assessment administered.	65% of students are demonstrating progression to meet grade level standards by the end of the year.	



January 20-24, February 24-28 March 17-21, 2025	Grade level SMART Goal is progress monitored based on grade level standards and student learning.	100% of teachers are making personalized education plans for students to make grade level smart goal.	
January- 31 February 28 March 28	Professional development provided	80% of instructional staff implement monthly teaching strategies.	
Jan. 31st	NWEA ELA	35% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment.	
Jan. 31 <sup>st</sup>	NWEA Math	50% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

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

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

<b>Key Strategy 1: Effective PLC Implementation</b>	<b>School Lead: Sandra McKenney</b>
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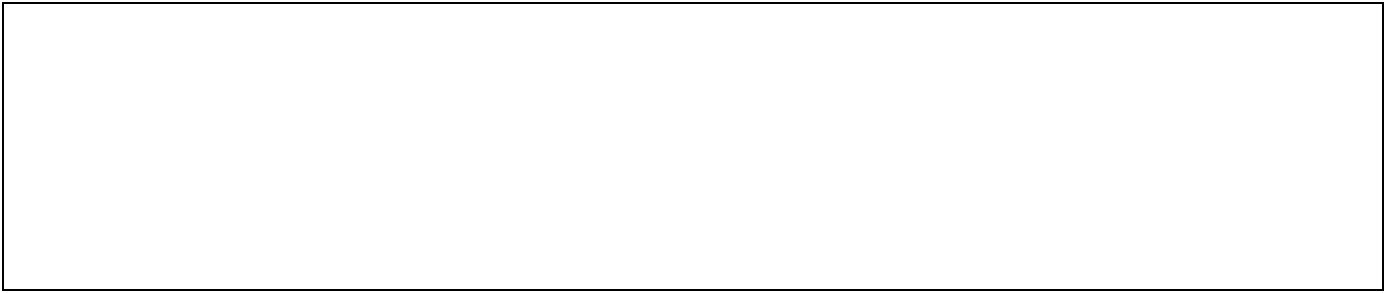
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
In 2023-24, our implementation of PLC included Foundational PLC structures (collaboration template, data analysis and content knowledge). This year we will expand PLC by 1) Analyze data from common grade level assessments, 2) On-going progress monitoring 3) expand teacher content knowledge on grade level standards.

<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 7, 2025	Continue to advance with PLC Framework and adjust plan as needed based on progress monitor.	Ilianatacha Rosa	Leadership Team Time	
May 15, 2025	Analyze data from common assessment(s) to determine student acquisition grade level standards or topic.	Danielle Guiffre	Time, PD	
June 1, 2025	Identify the upcoming grade-level assessments and corresponding standards and topics, ensuring alignment with curriculum requirements and future learning objectives.	Sandra McKenney	Instructional Leadership Team	
June 9-13, 2025	Monitor and evaluate the effectiveness of the professional learning community to identify areas for improvement and ensure that the opportunities are meeting their intended goals.	James Nieves	Instructional Leadership 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 15-31, 2025	Data analysis	100% of teachers are tracking and adjusting teaching based on student growth based on SMART Goal.	
June 15, 2025	PLC Self- Assessment Survey on effectiveness.	100 % of staff complete PLC Glows and Growth for the 2024-2025 school year with feedback on ways to improve for the following year.	
June 15 <sup>th</sup>	NWEA ELA	45% of students have met or exceeded their projected growth from the Fall 2024 assessment to the Spring 2025 assessment.	
June 15 <sup>th</sup>	NWEA Math	65% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

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



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

<b>Key Strategy 2: Formative Assessment Practices</b>	<b>School Lead: Sandra McKenney</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on student data and growth from the needs assessment students did not receive adequate support and scaffolding through formative assessments which leads to them struggling to understand complex concepts. We identified the possible root causes to be 1.) teachers lack content knowledge 2.) Understanding grade level standards and 3.) How to use formative assessments to drive instruction.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In 2023- 2024, our implementation of formative assessment included administrating required formative assessments to determine interventions services and WIN groups. Seymour will expand formative assessment strategy by regularly using different formative assessment techniques and reviewing student data from formative assessments to identify areas where instruction may need to be adjusted to meet the diverse needs of each student.

<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 1-30, 2024	Create formative assessment tracking tool with grade level standard focus.	Ilianatacha Rosa	Instructional Leadership Team Time	
September 16-20, 2024	Provide grade level professional development using core standards and lesson objectives.	Sandra McKenney	Time, PD	
By October 18, 2024	Collect formative assessment baseline data (NWEA, NYS 3-8 and IRLA/ENIL) from the team and vertical grades.	Sandra McKenney	Instructional Leadership Team Time, PD	
By October 28-31, 2024	Participate in schoolwide Teacher Professional Development ELA (GK-5) use of exit tickets to drive instruction.	ELA Department	PD, People, Time, Budget	

<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>
August 30, 2025	Formative Assessment tracking tool created	Grade level standard focus template	
September 20, 2024 October 31, 2024	Professional Development provided	Increase in teacher content knowledge	
October 18, 2024	Formative baseline data collected	Holistic view of each student with academic strengths and needs.	

**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: Formative Assessment Practices</b>	<b>School Lead: Sandra McKenney</b>
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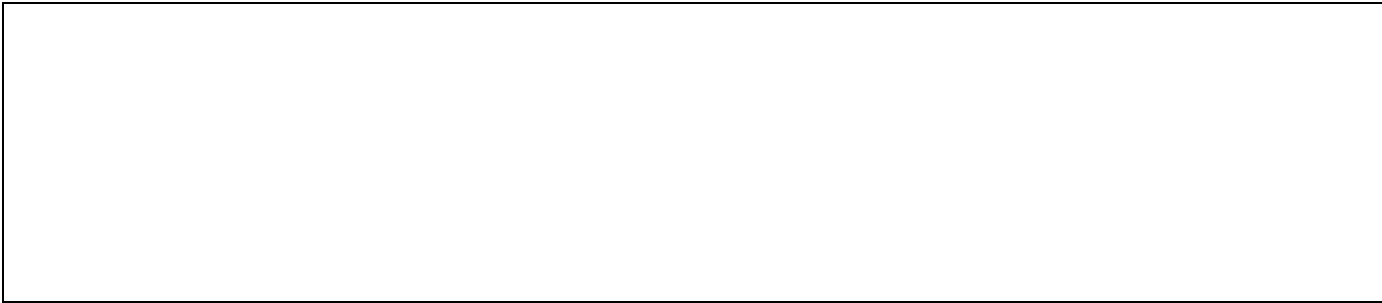
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on student data and growth from the needs assessment students did not receive adequate support and scaffolding through formative assessments which leads to them struggling to understand complex concepts. We identified the possible root causes to be 1.) teachers lack content knowledge 2.) Understanding grade level standards and 3.) How to use formative assessments to drive instruction.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In 2023- 2024, our implementation of formative assessment included administrating required formative assessments to determine interventions services and WIN groups. Seymour will expand formative assessment strategy by regularly using different formative assessment techniques and reviewing student data from formative assessments to identify areas where instruction may need to be adjusted to meet the diverse needs of each student.

<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 1-8, 2024  December 9-13, 2024	Calibrate as an instructional leadership team the effective strategies and use of formative assessment observed.	Danielle Guiffre	PD, Time	
November 18-22, 2024	Conduct walk-through to monitor progress of formative assessment usage.	Ilianatacha Rosa	Time, People (Admin/Coaches)	
November 18-26, 2024	Provide walk-through feedback to staff.	Ilianatacha Rosa	Time, People	
December 2, 2024	Provide a self-assessment to staff to identify current level of implementation and areas of growth opportunities.	Sandra McKenney	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 9 December 14, 2024	Calibration of instructional leadership team	100% of instructional leadership team participate and have an understanding of formative assessments. (We want to create a common language and expectations around F.A.)	
November 22, 2024	Walkthroughs	100% of walkthroughs completed	
November 26, 2024	Walkthrough Feedback	75% of instructional staff are implementing effective strategies and the use of formative assessment. Walkthrough feedback has been provided to all teachers.	
December 6, 2024	Self-Assessment created	100% of surveys taken to provide staff with differentiated support based on their feedback.	

**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 2: Formative Assessment Practices**

**School Lead:**  
**Sandra McKenney**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on student data and growth from the needs assessment students did not receive adequate support and scaffolding through formative assessments which leads to them struggling to understand complex concepts. We identified the possible root causes to be 1.) teachers lack content knowledge 2.) Understanding grade level standards and 3.) How to use formative assessments to drive instruction.

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

In 2023- 2024, our implementation of formative assessment included administrating required formative assessments to determine interventions services and WIN groups. Seymour will expand formative assessment strategy by regularly using different formative assessment techniques and reviewing student data from formative assessments to identify areas where instruction may need to be adjusted to meet the diverse needs of each student.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<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 31,2025	Continue to conduct walkthroughs focused on teachers using formative assessments and adjusting teaching based on the data. Provide teachers feedback from observations	Iliana Rosa		
January 15th- March 31,2025	Support teachers with individual/team coaching based on observational data, as well as teachers’ self-reflections and self-monitoring assessments.	Sandra McKenney	PD, Time	
January 6-10 February 10-14 March 10-14, 2025	Create a plan to determine what student artifacts/student work we will collect as evidence of student learning.	Lillian Zayas	Instructional Leadership Team Time	
January 20, February 24, March 17	Analyze data from student artifact/ Student work to determine student understanding and to inform future instruction.	Sandra McKenney	Instructional Leadership Team Time	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan. 31 <sup>st</sup>	NWEA ELA	35% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment.	
Jan. 31 <sup>st</sup>	NWEA Math	50% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	
January 31, February 28,	Walkthroughs	100% of walkthroughs completed	

March 31 <sup>st</sup>			
March 31 <sup>st</sup>	Walkthrough Feedback Implemented	Walkthrough feedback has been provided to all teachers. 85% of instructional staff are implementing effective strategies and the use of formative assessment.	
March 31 <sup>st</sup>	Student artifact/ Student work	80% of students will have achieved mastery on created artifacts/student work	

**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: Formative Assessment Practices**

**School Lead:**  
**Sandra McKenney**

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on student data and growth from the needs assessment it was evident that teachers lack content knowledge, grade level standards understanding and designing effective formative assessments to drive instruction. Students are not receiving adequate support and scaffolding through formative assessments which leads to them struggling to understand complex concepts.

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

In 2023- 2024, our implementation of formative assessment included administrating required formative assessments to determine interventions services and WIN groups. Seymour will expand formative assessment strategy by regularly using different formative assessment techniques and reviewing student data from formative assessments to identify areas where instruction may need to be adjusted to meet the diverse needs of each student.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

<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 <sup>st</sup> – June 15 <sup>th</sup> , 2025	Create Schedule Conduct walk-through to monitor progress of formative assessment usage.	Danielle Guiffre	Instructional Leadership Team Time	
April 1 <sup>st</sup> – June 15 <sup>th</sup> , 2025	Provide walk-through feedback to staff.	James Nieves	Instructional Leadership Team Time	
April 9 <sup>th</sup> , 2025	Organize peer-to-peer learning opportunities where staff can share their expertise and learn from each other.	Ilianatacha Rosa	Instructional Leadership Team	
April 17 <sup>th</sup> , 2025	Create a plan to determine what student artifacts/student work we will collect as evidence of student learning.	Lillian Zayas	Instructional Leadership Team Time	
May 14 <sup>th</sup> , 2025	Analyze data from student artifact/ Student work to determine student understanding and to inform future instruction.	Sandra McKenney	Instructional Leadership Team Time	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
June 15, 2025	Walkthroughs	100% of walkthroughs completed	
May 14, 2025	Student artifact/ Student work	85% of students will have achieved mastery on created artifacts/student work	
June 15, 2025	Walkthrough Feedback Implemented	Walkthrough feedback has been provided to all teachers and that feedback has been implemented at 95% of walkthroughs	
June 15, 2025	NWEA ELA	45% of students have met or exceeded their projected growth from the Fall 2024 assessment to the Spring 2025 assessment.	
June 15, 2025	NWEA Math	65% of students have met or exceeded their projected growth from the NWEA Fall 2024	

		assessment to the NWEA Winter 2025 assessment	
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<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 1: School-wide Classroom Daily Attendance Taking Protocol</b>	<b>School Lead: Lina Barrientos</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

**After analyzing our needs assessment (attendance data and reviewing the taking attendance protocol) we concluded there is need to clarify our daily attendance protocol and expectations to create consistency and**

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

**While we implemented several efforts to have a consistent protocol, data continued to show that many classrooms had unsubmitted attendance on the weekly basis, despite the reminders to the entire staff and**

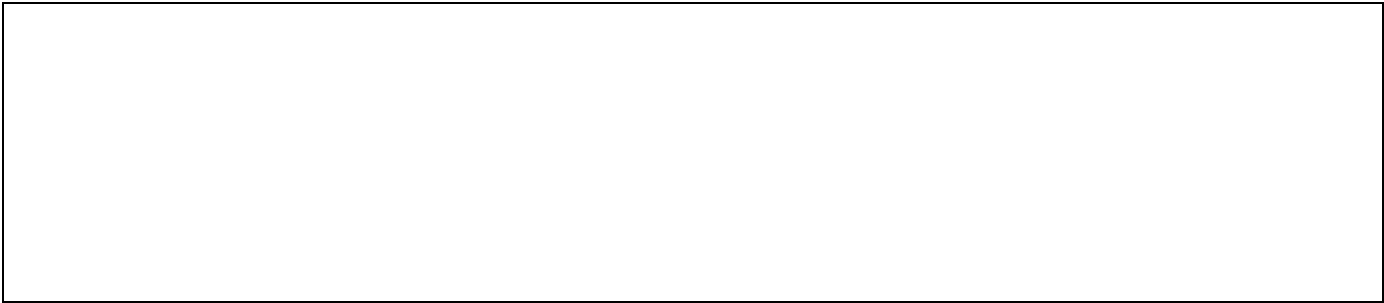
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<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	Create a schedule to cover front desk for late arrivals	Iliana Rosa	Admin Team	
Aug. 30 <sup>th</sup>	Create a daily attendance protocol and share it with all staff.	Danielle Guiffre	During staff meeting and PLCs	
Aug. 30 <sup>th</sup>	Designate a clerical staff to run a daily audit report and notify classrooms with unsubmitted attendance.	James Nieves	Mr. Ewald (Office Assistant I)	
Sept. 3 <sup>rd</sup>	Provide information session to staff about the importance of taking daily attendance (legal responsibility)	James Nieves	Office of student support and/or Family Engagement	
From Sept. 4 <sup>th</sup> to Oct. 31 <sup>st</sup>	Collect paper attendance from classrooms with daily subs and/or unsubmitted attendance.	Lina Barrientos	Lina Barrientos Nilsa De Jesus	
From Sept. 4 <sup>th</sup> to Oct. 31 <sup>st</sup>	Enter paper attendance and late arrivals in the system by 11 am	Brittany Ewald	Office Clerical Staff	
From Sept. 4 <sup>th</sup> to Oct. 31 <sup>st</sup>	Include reminders and provide time during morning announcements.	James Nieves	Admin Team	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Oct. 15 <sup>th</sup>	Run daily attendance audit report twice a day (mornings and afternoons).	95% of daily audit reports run without reminders from admin	
Oct. 31 <sup>st</sup>	Paper attendance from subs	100% of attendance taken for teachers who are absent	

**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 1: School-wide Classroom Daily Attendance Taking Protocol</b>	<b>School Lead: Lina Barrientos</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 After analyzing our needs assessment (attendance data and reviewing the taking attendance protocol) we concluded there is need to clarify our daily attendance protocol and expectations to create consistency and accountability. We identified the possible root causes to be, 1) not having a clear system for office staff in taking attendance 2) clear system for classroom teachers taking daily attendance and 3,) accountability for classroom teachers not taking attendance.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 While we implemented several efforts to have a consistent protocol, data continued to show that many classrooms had unsubmitted attendance on the weekly basis, despite the reminders to the entire staff and individuals. In 24- 25, we will take the actions below to improve our attendance taking practices.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 26, 2024	Audit classroom attendance input by conducting afternoon attendance walkthroughs and crosschecking the results	Barrientos	SchoolTool Attendance List	
Nov. 1 – Dec. 23, 2024	Run a daily audit report and notify classrooms with unsubmitted attendance.	Ewald	Brittany Ewald Daily Audit Report	
Nov. 1 – Dec. 23, 2024	Administration emails staff who has had more than two unsubmitted absences about the importance of attendance	Nieves	SchoolTool Attendance List Audit Report	
Dec. 10 <sup>th</sup>	Provide staff with feedback on attendance taking based off progress monitoring data at monthly staff meeting	Nieves	SLT, Admin Team and School Attendance Team	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Dec. 20, 2024	Daily attendance input by 10:30 am	95% of all classrooms have input an accurate attendance by 10:30 am.	
Dec. 20, 2024	Attendance Audit Walkthroughs	95% of students have correct attendance in SchoolTool	

<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: School-wide Classroom Daily Attendance Taking Protocol</b>	<b>School Lead: Lina Barrientos</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

After analyzing our needs assessment (attendance data and reviewing the taking attendance protocol) we concluded there is need to clarify our daily attendance protocol and expectations to create consistency and accountability. We identified the possible root causes to be, 1) not having a clear system for office staff in taking attendance 2) clear system for classroom teachers taking daily attendance and 3,) accountability for classroom teachers not taking attendance.

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

While we implemented several efforts to have a consistent protocol, data continued to show that many classrooms had unsubmitted attendance on the weekly basis, despite the reminders to the entire staff and individuals. In 24- 25, we will take the actions below to improve our attendance taking practices.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Jan. 21, 2025	Audit classroom attendance input by conducting afternoon attendance walkthroughs and crosschecking the results.	Barrientos	SchoolTool Attendance List	
Feb. 11, 2025	Provide staff the attendance taking data at monthly staff meeting	Nieves	Attendance Team	
Jan. 1 – Mar. 31, 2025	Run a daily audit report and notify classrooms with unsubmitted attendance.	Ewald	Brittany Ewald Daily Audit Report	
January 22, 2025 Feb. 11, 2025 March 18, 2025	Document (formally) of staff with unsubmitted attendance (in a form of a memo)	Nieves	Counseling Memo	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan. 30, 2024 Feb. 27, 2204 March 28 <sup>th</sup> , 2024	Daily attendance input by 10:30 am	100% of all classrooms have input an accurate attendance by 10:30 am.	
Jan. 30, 2024 Feb. 27, 2204 March 28 <sup>th</sup> , 2024	Attendance Audit Walkthroughs	100% of students have correct attendance in SchoolTool	
March 11, 2024	Monthly Staff meeting attendance data	Share monthly progress toward 100% accuracy at staff meeting	

**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 1: School-wide Classroom Daily Attendance Taking Protocol</b>	<b>School Lead: Lina Barrientos</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

After analyzing our needs assessment (attendance data and reviewing the taking attendance protocol) we concluded there is need to clarify our daily attendance protocol and expectations to create consistency and accountability. We identified the possible root causes to be, 1) not having a clear system for office staff in taking attendance 2) clear system for classroom teachers taking daily attendance and 3,) accountability for classroom teachers not taking attendance.

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

While we implemented several efforts to have a consistent protocol, data continued to show that many classrooms had unsubmitted attendance on the weekly basis, despite the reminders to the entire staff and individuals. In 24- 25, we will take the actions below to improve our attendance taking practices.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
April 15, 2025 May 13, 2025 June 18, 2025	Audit classroom attendance input by conducting afternoon attendance walkthroughs and crosschecking the results.	Barrientos	SchoolTool Attendance Report	
May 6, 2025	Provide staff the attendance taking data at monthly staff meeting	Nieves	Monthly staff meeting @ 7:30 am.	
Jan. 1 – Mar. 31, 2025	Run a daily audit report and notify classrooms with unsubmitted attendance.	Ewald	Brittany Ewald Daily Audit Report	

<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	Attendance Audit Walkthroughs	100% of students have correct attendance in SchoolTool	
June 10, 2025	Monthly Staff meeting attendance data	Share monthly progress toward 100% accuracy at staff meeting	

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

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

<b>Key Strategy 2: Implementing an Effective Attendance Team</b>	<b>School Lead: James Nieves</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on our needs assessment (attendance results), we concluded that Tier 2 students were not receiving attendance interventions until they became Chronic and went to Tier3. Also, the attendance team was not meeting consistently, and there was no clear line of communication between the regular attendance team and the impact team.

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

While we attempted to support our chronic absentee students last year, data confirms that our approach to students needs to be adjusted. Our goal for the 24-25 school year is to establish an effective attendance team that can quickly identify students in need of attendance support and quickly provide attendance intervention by taking the following actions.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Aug. 30 <sup>th</sup>	Participate in training and PD with a SCSD representative from the Family Engagement Department	Guiffre	SW, family engagement liaison, DEB	
Aug. 30 <sup>th</sup>	Create and define clear roles and responsibilities of different attendance team subsets (attendance, rapid response, and impact teams)	Guiffre	SW, family engagement liaison, DEB	
Aug. 30 <sup>th</sup>	Select Attendance Team Members from varying roles (admin, social workers, community partners)	Guiffre	Admin Team	
Sept. 15 <sup>th</sup>	Contact through phone calls and home visits, students who were chronically absent last year.	Barrientos	Attendance Team Last year’s attendance data.	
Sept. 15 <sup>th</sup>	Establish a schedule to meet with attendance teams weekly and create clear protocols	Guiffre	Specific Time(s) to meet	
Sept. 15 <sup>th</sup>	Create a communication letter from the principal to Seymour families addressing the importance of attendance.	Nieves	Admin team Attendance team	
Oct. 15 <sup>th</sup>	Create year-long calendar of activities to motivate student to attend school	Guiffre Abreu Barrientos	Student Ambassadors	
Sept. 15 <sup>th</sup> – Oct. 31 <sup>st</sup>	Meet with attendance team to go over expectations, roles, responsibilities and meeting schedule. Meet with attendance team weekly.	Guiffre	Attendance Team Admin Team	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Sept 1 <sup>st</sup>	Team Created	Diverse group including social workers, admin, counselor, teacher rep	
Oct. 1 <sup>st</sup>	Chronic Absenteeism Students	100 % of families with students identified as CA in 2023-2024 have received a phone or home visit.	



Oct. 15	Create year-long attendance meeting calendar	Clarity about when attendance team(s) are meeting and holding to that schedule	
Oct. 15	Meeting Notes	Actual plan and meeting notes with specifics about the agenda	

<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 2: Implementing an Effective Attendance Team</b>	<b>School Lead: James Nieves</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on our needs assessment (attendance results), we concluded that Tier 2 students were not receiving attendance interventions until they became Chronic and went to Tier3. Also, the attendance team was not meeting consistently, and there was no clear line of communication between the regular attendance team and the impact team.

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

While we attempted to support our chronic absentee students last year, data confirms that our approach to students needs to be adjusted. Our goal for the 24-25 school year is to establish an effective attendance team that can quickly identify students in need of attendance support and quickly provide attendance intervention by taking the following actions.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Nov. 1 <sup>st</sup> to Dec. 30 <sup>th</sup>	Analyze attendance data weekly to provide interventions for students and families identified as chronically absent or severely absent.	Barrientos	Social Workers	
Nov. 1 <sup>st</sup> to Dec. 30 <sup>th</sup>	Rapid response team tracks students' daily attendance and if students are absent two days in a row a home visit is made	Barrientos	Social workers; Secretary #2	
Nov. 30 <sup>th</sup>	Share with families the importance of attending school by sending out attendance letters to chronic families with ten or more absences	Abreu	SchoolTool Letter	
Dec. 30 <sup>th</sup>	Analyze class attendance data once a month during grade level PLC time to look for trends and support students.	Guiffre	Data Liaison; social workers; classroom teachers	

<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. 1 <sup>st</sup> – Dec. 31 <sup>st</sup>	Meeting Notes (weekly)	Attendance team meets weekly with 100% fidelity	
Dec. 15 <sup>th</sup>	Student attendance for students identified by rapid response team	50% of the students identified as missing two days in a row coming into school the third day.	
Dec. 15 <sup>th</sup>	Chronic absenteeism rate	Chronic absenteeism rate is less or equal to 49%	

**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: Implementing an Effective Attendance Team</b>	<b>School Lead: Danielle Guiffre</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on our needs assessment (attendance results), we concluded that Tier 2 students were not receiving attendance interventions until they became Chronic and went to Tier3. Also, the attendance team was not meeting consistently, and there was no clear line of communication between the regular attendance team and the impact team.

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

While we attempted to support our chronic absentee students last year, data confirms that our approach to students needs to be adjusted. Our goal for the 24-25 school year is to establish an effective attendance team that can quickly identify students in need of attendance support and quickly provide attendance intervention by taking the following actions.

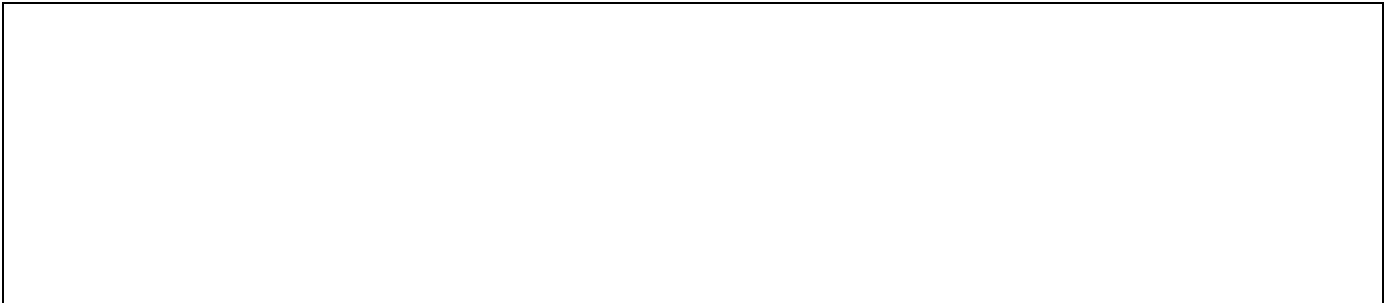
**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsibl</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
January 15, 2025	Conduct attendance team evaluation on effectiveness of meetings and adjust structure based on data	Guiffre	Attendance Data Attendance Team	
Jan. 1 <sup>st</sup> – March 30 <sup>th</sup>	Analyze attendance data weekly to provide interventions for students who need support	Barrientos	Attendance Team	
Jan. 1 <sup>st</sup> – March 30 <sup>th</sup>	Rapid response team tracks students' daily attendance and if students are absent two days in a row a home visit is made	Barrientos	Attendance Team	
Jan. 30 <sup>th</sup> ; Feb. 28 <sup>th</sup> ; Mar. 30 <sup>th</sup>	Analyze class attendance data once a month during grade level PLC time to look for trends and support students.	Guiffre	Attendance Data	
Jan. 1 <sup>st</sup> - Mar 31 <sup>st</sup>	Connect with families whose child(ren) are chronically absent by doing home visits and connecting them with community resources (impact team). Impact team	Abreu	Social workers	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
March 31, 2025	Meeting Notes (weekly)	Attendance team meets weekly with 100% fidelity	
March 15, 2025	Student attendance for students identified by rapid response team	65% of the students identified as missing two days in a row coming into school the third day.	
March 15th	Chronic Absenteeism Data	50% of students identified as having chronic absenteeism have increased the amount of time they have been in school by 10%	

**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: Implementing an Effective Attendance Team</b>	<b>School Lead: Danielle Guiffre</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on our needs assessment (attendance results), we concluded that Tier 2 students were not receiving attendance interventions until they became Chronic and went to Tier3. Also, the attendance team was not meeting consistently, and there was no clear line of communication between the regular attendance team and the impact team.

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

While we attempted to support our chronic absentee students last year, data confirms that our approach to students needs to be adjusted. Our goal for the 24-25 school year is to establish an effective attendance team that can quickly identify students in need of attendance support and quickly provide attendance intervention by taking the following actions.

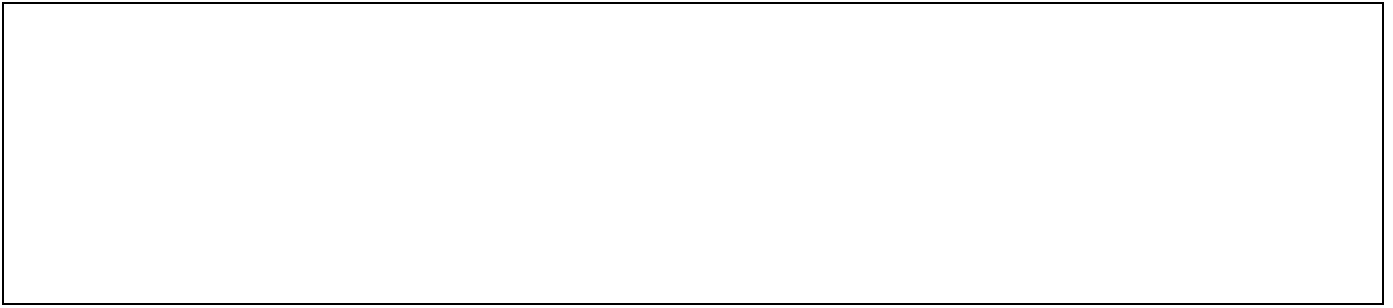
**IMPLEMENTATION PLAN (APRIL – JUNE)**

<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 <sup>st</sup> – June 15 <sup>th</sup>	Analyze attendance data weekly to provide interventions for students who need support	Barrientos	Attendance Team Attendance data	
April 1 <sup>st</sup> – June 15 <sup>th</sup>	Rapid response team tracks students' daily attendance and if students are absent two days in a row a home visit is made	Barrientos	Attendance Team	
April 16, 2025 May 14, 2025 June 11, 2025	Analyze class attendance data once a month during grade level PLC time to look for trends and support students.	Guiffre	Attendance Data	
April 1 <sup>st</sup> – June 15 <sup>th</sup>	Connect with families whose child(ren) are chronically absent by doing home visits and connecting them with community resources (impact team). Impact team meets	Abreu	Social workers	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
May 14, 2025	Meeting Notes (weekly)	Attendance team meets weekly with 100% fidelity	
June 11, 2025	Student attendance for students identified by rapid response team	75% of the students identified as missing two days in a row coming into school the third day.	
June 11, 2025	Chronic Absenteeism Data	65% of students identified as having chronic absenteeism have increased the amount of time they have been in school by 10%	

**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: Implementing and Effective Student Intervention Team (SIT)</b>	<b>School Lead: Danielle Guiffre</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Through our Needs Assessment (our intervention data), we concluded that our students needing Tier 2 interventions were not being referred through our SIT process. We identified two possible root causes, 1). Teachers did not understand the SIT process 2). How to create a Tier 2 intervention plan.

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

While we attempted to support all student needs with the SIT process last year, data confirms our approach must be adjusted. Therefore, in 24-25, we will take the following actions below to revise our practices.

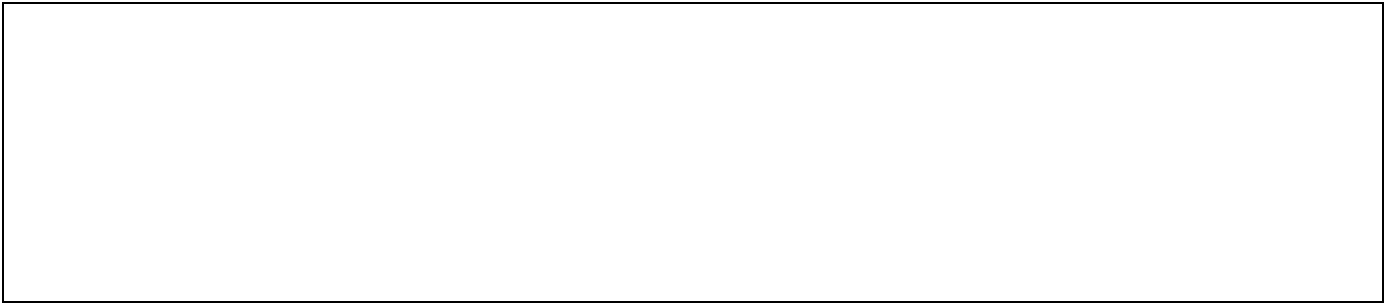
**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

<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>
By Aug. 15 <sup>th</sup>	Redefine SIT meeting structures and staff roles and responsibilities around Tiered instruction	Guiffre	Admin Team	
By Aug. 30 <sup>th</sup>	Create Seymour Intervention Menu for Tier 2 & Tier 3 instruction	Guiffre	Dual Language Coach, TNTP	
Sept. 18 <sup>th</sup>	Define and clarify the SIT purpose and process and communicate that with staff.	Guiffre	Social Workers; DEB liaison	
Sept 24 <sup>th</sup> & 25 <sup>th</sup>	Hold initial data meetings with teachers that focus on analyzing prior years data and setting plans for students.	McKenney		
Begin Sept 15 <sup>th</sup> to Oct. 31 <sup>st</sup>	Meet with SIT team weekly to identify and implement appropriate interventions for students.	Guiffre	SIT meeting protocol	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Aug. 31 <sup>st</sup>	The SIT meeting structure and roles have been established and communicated	Designing a structure that is clear to teachers and staff	
Sept 15 <sup>th</sup> – Oct. 31 <sup>st</sup>	Minutes from data meeting and SIT team meetings.	Meetings that follow structure, data is analyzed, and specific intervention plans are created	

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





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

<b>Key Strategy 1: Implementing and Effective Student Intervention Team (SIT)</b>	<b>School Lead: Danielle Guiffre</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Through our Needs Assessment (our intervention data), we concluded that our students needing Tier 2 interventions were not being referred through our SIT process. We identified two possible root causes, 1). Teachers did not understand the SIT process 2). How to create a Tier 2 intervention plan.

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

While we attempted to support all student needs with the SIT process last year, data confirms our approach must be adjusted. Therefore, in 24-25, we will take the following actions below to revise our practices.

<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</b>	<b>P</b>
Nov. 6 <sup>th</sup> , 2024	Train staff on Kid Talk Protocol to help them identify and implement appropriate Tier 2 interventions for students.	Guiffre	Kid Talk Protocol; Intervention Menu; PLC time	
Nov 8 <sup>th</sup> , 2024 Dec. 6 <sup>th</sup> , 2024	Conduct monthly meetings during PLC for teachers to hold Kid Talk protocols	McKenney	Kid Talk Protocol; Intervention Menu; PLC time	
Nov. 1 -Dec. 30 <sup>th</sup> , 2024	Hold weekly meeting with SIT team to identify interventions for new students and monitor and adjust other student interventions.	Guiffre	Interventionist; Social Workers; SIT Meeting Protocol	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Dec. 30 <sup>th</sup>	Each grade has gone through the Kid Talk protocol for two students	100% of teachers collaborating, brainstorming, and implementing	
Dec. 30 <sup>th</sup>	SIT Notes	Actual Agenda and notes showing data analysis and next steps	

<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: Implementing and Effective Student Intervention Team (SIT)</b>	<b>School Lead: Danielle Guiffre</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Through our Needs Assessment (our intervention data), we concluded that our students needing Tier 2 interventions were not being referred through our SIT process. We identified two possible root causes, 1). Teachers did not understand the SIT process 2). How to create a Tier 2 intervention plan.

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

While we attempted to support all student needs with the SIT process last year, data confirms our approach must be adjusted. Therefore, in 24-25, we will take the following actions below to revise our practices.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsibl	Resource Alignment	P
Jan 8, 2025	Gather feedback on effectiveness of SIT meetings from members. Refine and adjust structures and protocols as necessary based on the gathered data.	Nieves Guiffre	Survey; SIT team members	
Jan. 1 -March 30 2025	Continue to meet with SIT team weekly to identify interventions for new students and monitor and adjust other student interventions.	Guiffre	SIT team members	
Jan 10, 2025 Feb. 7, 2025 March 7, 2025	Conduct Kid talk protocols monthly to identify and create Tier 2 interventions for students.	McKenney	Kid Talk Protocol; PLC time	
March 18, 2025	Hold meeting with grade level teams and assigned SIT liaison to monitor and adjust students Tier 2 plans that went through the Kid Talk protocol	Guiffre	PLC time; intervention data	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
March 30 <sup>th</sup>	Each grade has gone through the Kid Talk protocol for two new students in January, February, and March (total 6 kids) and created a detailed Tier 2 plan	100% of teachers collaborating, brainstorming, and implementing effective intervention plans for students.	
March 30 <sup>th</sup>	NWEA data and referral data	65% of students who went through SIT process & Kid Talk have met or surpassed their projected growth score in NWEA from Fall to Winter assessment. A 10% decrease in behavioral issues in students who went through SIT process for behavior.	
March 30 <sup>th</sup>	Each lead for student’s Tier 2/3 Kid Talk plan has met with each teacher to team to analyze student’s data and revise and adjust plan based on analysis.	100% of students plans have been analyzed and adjusted properly.	

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

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

<b>Key Strategy 1: Implementing and Effective Student Intervention Team (SIT)</b>	<b>School Lead: Danielle Guiffre</b>
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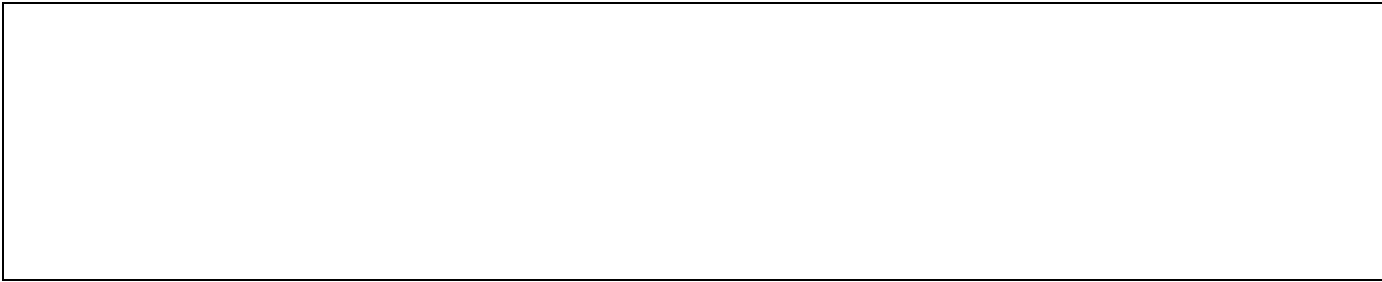
**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our Needs Assessment (our intervention data), we concluded that our students needing Tier 2 interventions were not being referred through our SIT process. We identified two possible root causes, 1). Teachers did not understand the SIT process 2). How to create a Tier 2 intervention plan.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 While we attempted to support all student needs with the SIT process last year, data confirms our approach must be adjusted. Therefore, in 24-25, we will take the following actions below to revise our practices.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment</b>	<b>P</b>
April -June 30, 2025	Continue to meet with SIT team weekly to identify interventions for new students and monitor and adjust other student interventions.	Guiffre	SIT team members; Intervention data	
April 12, 2025 May 30, 2025	Conduct Kid talk protocols monthly to identify and create Tier 2 interventions for students.	McKenney	Kid Talk Protocol; PLC time	
April 4, 2025 May 2, 2025 June 6, 2025	Hold meeting with grade level teams and assigned SIT liaison to monitor and adjust students Tier 2 plans that went through the Kid Talk protocol	Guiffre	Intervention data	

<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 2024	Progress monitoring data from interventions	80% of students showed adequate growth based on interventions provided	
March 30th	NWEA data and referral data	75% of students who went through SIT process & Kid Talk have met or surpassed their projected growth score in NWEA from Fall to Winter assessment. A 20% decrease in behavioral issues in students who went through SIT process for behavior.	
May 2024	SIT Notes	Actual Agenda and notes showing data analysis and next steps. Will use that data in planning for next year	

**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 2: Multi-Tiered System of Supports (MTSS)</b>	<b>School Lead:</b> James Nieves
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

As we did our needs assessment, particularly our Dual Language Walkthrough data, it indicated that students were not fully being supported in all levels of the MTSS system. We identified the possible root causes to be, 1.) teachers were not using Tier 1 curriculum with fidelity, 2) that staff did not understand the what/how of Tier 2 instruction, 3) how to use the WINN block effectively.

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

While this year we focused on Tier 1 strategies and We will refine the system of supports by educating teachers on the process by the actions stated below.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Aug. 15, 2025	Define and create MTSS school process, expectations, and school wide structures that supports varying tiers of instruction with the SLT and the school administrative team.	Guiffre	Social workers, special education teacher, DEB lead	
Aug. 15 <sup>th</sup>	Create content unpacking structures and protocols to support teachers in understanding specific standards, concepts, skills, language leveraging and assessments.	Guiffre		
Sept. 15 <sup>th</sup>	Provide training on MTSS structure, purpose, goals, purpose (Tier 1,2,3) and data informed decision making and includes the use of a five-question survey that assesses teacher understanding of MTSS structure (benchmark data)	Guiffre	Social workers, special education teacher	
Sept. 16 <sup>th</sup> -Oct. 30 <sup>th</sup>	Engage in weekly vertical and grade level team planning focused on unpack standards, units, and content knowledge	McKenney	Pacing guides; state standards documents	
Sept. 16 <sup>th</sup> -Oct. 30 <sup>th</sup>	Schedule weekly walkthroughs looking for fidelity to the Tier 1 curriculum using the DL walkthrough tool.	Rosa	Walkthrough Tool	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
Oct. 30 <sup>th</sup>	five question survey that assesses teacher understanding of MTSS structure	20% increase in instructional staff understanding of the MTSS process from benchmark data.	
Oct. 30 <sup>th</sup>	Walkthroughs on Tier 1 programs	100% fidelity to the school and district curricula	

**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: Multi-Tiered System of Supports (MTSS)</b>	<b>School Lead: James Nieves</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 As we did our needs assessment, particularly our Dual Language Walkthrough data, it indicated that students were not fully being supported in all levels of the MTSS system. We identified the possible root causes to be, 1.) teachers were not using Tier 1 curriculum with fidelity, 2) that staff did not understand the what/how of Tier 2 instruction, 3) how to use the WINN block effectively.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 While this year we focused on Tier 1 strategies and We will refine the system of supports by educating teachers on the process by the actions stated below.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsibl	Resource Alignment	P
Nov. 4 Nov. 18, 2024	Create and provide teachers with professional learning session(s) on MTSS based on the data from progress monitoring indicator.	Brooks McKenney	MTSS resources; progress monitoring data	
Nov. 12-13, 2024 Dec. 8, 2024	Provide professional development(s) on Tier 2 instruction focusing on the what, when, and how as well as how to properly utilize their WINN block. Will provide tools to help them design and progress monitor.	Brooks McKenney	Tier 2 resources; progress monitoring sheets	
Every Wednesday in Nov. & Dec. 2024	Continue to engage in vertical and grade level team planning focused on unpack standards, units, and understanding content knowledge in order to provide instruction that meets the needs of all learners.	McKenney	Standards; curriculum unpacking tools	
Nov. 1 - Dec. 30	Teachers meet monthly with interventionist to discuss progress of students receiving Tier 3 instruction and how to provide support during Tier 1 instruction	Guiffre	Intervention data	
Nov. 3, 17, Dec. 2 2024	Provide training to staff regarding providing Tier 1 instruction with fidelity and how to provide differentiated core instruction	McKenney	PLC time	
Nov. 3, 17, Dec. 17, 2024	Provide teachers training on restorative and social/emotional practices	Kimmich	SEL hour; DEB liaison; Social Workers	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

	Progress Indicators	What do we hope to see?	What we actually saw:
Dec. 30 <sup>th</sup>	Walkthrough Data- Tier 2 instruction & the WINN block	85% of teachers are effectively using small group time; teachers progress monitoring	
Dec. 30 <sup>th</sup>	Walkthrough Data- Tier 1 instruction	80% of teachers are using Tier 1 programs with fidelity	

Dec. 30 <sup>th</sup>	five question survey that assesses teacher understanding of MTSS Tier 2 structures and how to progress monitor student growth	At least a 10% increase from first quarter in understanding the MTSS structure	
Dec. 15 <sup>th</sup>	Assessment(s) aligned to targeted standards	50% of students have scored 80% or higher on given assessment aligned to their grade level essential standards	

<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 2: Multi-Tiered System of Supports (MTSS)</b>	<b>School Lead: James Nieves</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** As we did our needs assessment, particularly our Dual Language Walkthrough data, it indicated that students were not fully being supported in all levels of the MTSS system. We identified the possible root causes to be, 1.) teachers were not using Tier 1 curriculum with fidelity, 2) that staff did not understand the what/how of Tier 2 instruction, 3) how to use the WINN block effectively.

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

While this year we focused on Tier 1 strategies and We will refine the system of supports by educating teachers on the process by the actions stated below.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<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 30 <sup>th</sup>	Conduct training(s) that focuses on how to progress monitor, document and adjust Tier 2 instruction based on student’s response to interventions.	Brooks (academics) Abreu (SEL)	Ms. Brooks; Social Workers;	
Jan 1, - March 30, 2025	Continue to engage in vertical and grade level team planning focused on unpack standards, units, and understanding content knowledge in order to provide instruction that meets the needs of all learners.	McKenney	Standards progression resources/pd.	
Jan 1, - March 30, 2025	Meet monthly with interventionist to discuss progress of students receiving Tier 3 instruction and how to provide support during Tier 1 instruction	Rosa	Progress monitoring data	
Jan.7 <sup>th</sup> , 8 <sup>th</sup> Feb. 3 <sup>rd</sup> , 5 <sup>th</sup>	Provide training on Tier 1 instructional strategies that support teachers in scaffolding and differentiating instruction based on walkthrough data (connected to DL walkthrough tool)	Zayas	DL walkthrough tool; Tier 1 resources; PLC time	
March 15 <sup>th</sup>	Give teacher survey on Tier 2 instructional strategies that they feel they need continued support on and design professional developments based on the results.	Guiffre	survey	
Jan 21, Feb 18, Mar 18, 2025	Provide teachers training on restorative and social/emotional practices	Kimmich	SEL hour; DEB liaison; Social Workers	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
Jan. 31 <sup>st</sup>	NWEA ELA	35% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment.	
Jan. 31 <sup>st</sup>	NWEA Math	50% of students have met or exceeded their projected growth from the NWEA Fall 2024	

		assessment to the NWEA Winter 2025 assessment	
Feb. 28 <sup>th</sup>	Walkthrough Data- differentiated and scaffolded Tier 1 instruction	At least 80% of our staff using the learning from the unpacking to provide effective Tier 1 instruction	
Mar. 30 <sup>th</sup>	Walkthrough Data- Tier 2 instruction & the WINN block	90% of teachers are scoring “evident” on the DL indicators for small group instruction.	
March 15 <sup>th</sup>	Assessment(s) aligned to targeted standards	65% of students have scored 80% or higher on given assessment aligned to their grade level essential standards	

<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 2: Multi-Tiered System of Supports (MTSS)</b>	<b>School Lead: James Nieves</b>
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?** As we did our needs assessment, particularly our Dual Language Walkthrough data, it indicated that students were not fully being supported in all levels of the MTSS system. We identified the possible root causes to be, 1.) teachers were not using Tier 1 curriculum with fidelity, 2) that staff did not understand the what/how of Tier 2 instruction, 3) how to use the WINN block effectively.

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

While this year we focused on Tier 1 strategies and We will refine the system of supports by educating teachers on the process by the actions stated below.

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment	P
April 10 & 17, 2025	Conduct training(s) that focuses on Tier 1 and 2 instruction based on the need identified in weekly walkthroughs and survey given in third quarter	McKenney	DL Walkthroughs	
April 1 -May 31, 2025	Continue to engage in vertical and grade level team planning focused on unpack standards, units, and understanding content knowledge in order to provide	McKenney	PLC time; curriculum guides	
April 11 <sup>th</sup> , May 9 <sup>th</sup> June 13 <sup>th</sup>	Teachers meet monthly with interventionist to discuss progress of students receiving Tier 3 instruction and how to provide support during Tier 1 instruction	Guiffre	PLC time Progress Monitoring Data (Tier 3)	

PROGRESS MONITORING (APRIL – JUNE)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
May 30, 2025	Walkthrough Data-Tier 1 & Tier 2	More than 80% of teachers scoring “evident” on DL walkthrough tool in the categories of engage students in learning and dual language strategies	
June 15 <sup>th</sup>	five question survey that assesses teacher understanding of MTSS structure	95% of instructional staff have scored 100% on survey demonstrating understanding of the MTSS process from benchmark data.	
June 15 <sup>th</sup>	NWEA ELA	45% of students have met or exceeded their projected growth from the Fall 2024 assessment to the Spring 2025 assessment.	
June 15 <sup>th</sup>	NWEA Math	65% of students have met or exceeded their projected growth from the NWEA Fall 2024 assessment to the NWEA Winter 2025 assessment	

**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>2024-25 Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	85% Agree/ Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% Agree/ 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% Agree/ Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	80% Agree/ Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	85% Agree/ Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	80% Agree/ Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	85% Agree/ Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	85% Agree/ Strongly Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	90% Agree/ Strongly Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	80% Agree/ 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)	52% answered favorable	65% favorably	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	29% answered favorable	50% favorably	
3	How often do your teachers seem excited to be teaching your classes? (SC4)	73% answered favorable	85% favorably	

4	How often are people disrespectful to others at your school? (SS1)	31% answered favorable	50% favorable	
5	How often do students get into physical fights at your school? (SS2)	49% answered favorable	60% favorable	
6	How often do you worry about violence at your school? (SS4)	55% answered favorable	65 % favorable	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	73% answered favorable	80% favorable	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	75% answered favorable	85% favorable	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	65% answered favorable	75% favorable	
10	How respectful is your teacher towards you? (TSR4)	96% answered favorable	98% favorable	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 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)	93% answered favorable	95% favorable	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	90% answered favorable	95% Favorable	
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	97% answered favorable	99% 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)	95% answered favorable	98% favorable	
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that	90% answered favorable	95% favorable	

	adults at the school will treat your child differently if you raise a concern? (BE13)			
6	To what extent do you think that children enjoy going to your child's school? (SC1)	95% answered favorable	98% favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	86% answered favorable	90% favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	95% answered favorable	98% favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	97% answered favorable	99% favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	95% answered favorable	98% favorable	

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

<b>Student Interviews</b>
<b>Describe how the Student Interview process informed the team's plan.</b>
<p>The process we took included interviewing students in grades two to five on School Climate, School Safety, Sense of Belonging, and Teacher Student Relationships. This process helped us to gain a deeper understanding of our students' experiences at Seymour. From the students' responses we were able to create a plan that helped us think about their wants and needs. While the interviews impacted many areas of our SCEP we targeted a lot of their hopes in the Student Supports section in how we can maximize our resources to impact each of our student's needs.</p>

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
<b>James Nieves</b>	School Principal	4/16/24		6/3/24 6/6/24 6/10/24	5/16/24			6/10/24 6/11/24 6/13/24 6/14/24 6/18/24 6/21/24 6/25/24 6/26/24 6/27/24
<b>Danielle Guiffre</b>	Vice Principal	4/16/24			5/16/24			6/10/24 6/11/24 6/13/24 6/14/24 6/18/24 6/21/24 6/25/24 6/26/24 6/27/24
<b>Ilianatacha Rosa</b>	Administrative Intern	4/16/24		6/6/24 6/10/24	5/16/24	5/17/24		6/10/24 6/11/24 6/13/24 6/14/24 6/18/24 6/21/24 6/25/24 6/26/24 6/27/24
<b>Michelle Brooks</b>	STA Representative, Consultant Teacher K-1	4/16/24			5/16/24	5/17/24	6/25/24	
<b>Lillian Zayas</b>	District Bilingual Coach	4/16/24			5/16/24			
<b>Sandra McKenney</b>	Instructional Coach	4/16/24		6/6/24 6/10/24	5/16/24		6/25/24	
<b>Gloria Kimmich</b>	Diversity, Equity, Belonging Liaison, Kindergarten Teacher	4/16/24		6/6/24	5/16/24		6/25/24	
<b>Sara Phillips</b>	Science Liaison, 3 <sup>rd</sup> Grade Teacher	4/16/24		6/6/24 6/10/24	5/16/24	5/17/24	6/25/24	



<b>Donna Worden</b>	ELA Liaison, ELA AIS Teacher K-5	4/16/24		6/6/24 6/10/24	5/16/24			
<b>Evelyn Gonzalez</b>	SLA Liaison, Spanish as a New Language Teacher, Impact Team	4/16/24		6/3/24	5/16/24			
<b>Lina Barrientos</b>	Social Worker Assistant	4/16/24		6/3/24				
<b>Michalea Lincoln</b>	Math QR Teacher	4/16/24		6/6/24 6/7/24	5/16/24		6/25/24	
<b>Catherine Romano</b>	Self-Contained Teacher	4/16/24		6/6/24 6/7/24	5/16/24			
<b>Neysha Andino Matos</b>	First Grade Spanish Teacher	4/16/24		6/6/24	5/16/24		6/25/24	
<b>Kelly Penoyer</b>	AIS Teacher Spanish K-2, Impact Team	4/16/24		6/3/24	5/16/24			
<b>Shelly Simpson</b>	AIS Math Teacher Spanish K-5	4/16/24		6/6/24				
<b>Mayeley Ruiz</b>	Third Grade Teacher			6/6/24 6/10/24				
<b>Sara Pica</b>	English as a New Language Teacher	4/16/24		6/6/24 6/10/24				
<b>Kristen Chavez</b>	Second Grade Teacher	4/16/24			5/16/24	5/17/24		
<b>Alisvech Aguila</b>	Spanish as a New Language			6/6/24 6/10/24				
<b>Maria Alejandra Garcia</b>	Spanish as a New Language Teacher, Impact Team	4/16/24		6/3/24				
<b>Jesus Ortiz</b>	AIS Teacher Spanish K-5	4/16/24		6/3/24				
<b>Krissy Kolbasook</b>	Math QR Teaching Assistant	4/16/24		6/6/24 6/7/24	5/16/24		6/25/24	
<b>Rosario Anamaria</b>	Consultant Teacher	4/16/24		6/6/24 6/7/24				
<b>Pedro Abreu</b>	Social Worker	4/16/24		6/6/24 6/7/24	6/6/24 6/7/24			
<b>Erica Rose</b>	Parent						6/10/24	
<b>Leyanis De La Pena</b>	Parent						6/10/24	
<b>Fanny Villarreal</b>	Community Partner - YWCA Director						6/10/24	
	Community Partner							

**\*Multiple times throughout this process April to June we communicated multiple times with parents and community partners. We adjusted based on their feedback. They reviewed the final version prior to our submission.**