

# School Comprehensive Education Plan

## 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Webster Elementary School	Melissa Evans	Dawn Kivlehan	Pre K- 5	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

### Collaboratively Developed By:

The Webster Elementary School SCEP Development Team

*And in partnership with the staff, students, and families of Webster Elementary School.*

# Guidance for Teams

## Process

Prior to working on this document, school teams should be sure to complete the following activities as part of its needs assessment:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews
- **Putting It All Together**

School teams should complete the SCEP *Putting it all Together* document to make connections between activities, identify areas of need and root causes, develop Theories of Action, and identify corresponding priorities and activities for the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

## Year-End Goals and Progress Targets

Schools should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their goals throughout the year. Each Goal Area will have at least one end-of-the-year goal, a mid-year benchmark, action steps that will allow the school to reach those goals and benchmarks, and early progress milestones.

The plan template is designed with the intention that school teams return to their plan regularly throughout the year and update as necessary and complete the reflection charts (light yellow sections) in the Early Progress Targets and Mid-Year Benchmark sections.

## Action Steps

In conjunction with identifying benchmarks, teams should develop action steps that will allow the school to reach these benchmarks and year-end goals.

## Resources for the Team

- [SCSD 2023-24 SCEP Development](#)

## Submission Instructions

**CSI Schools:** By **July 7th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will present it to the Board of Education and share it with NYSED by July 28 for approval.

**TSI/ATSI Schools:** By **July 14th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and then **email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will approve your plan and present it to the Board of Education.

**LSI Schools:** By **August 11th** upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will then approve your plan.

## ELA Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

### Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
			10% # students=29	20% # students=58	30% # students=86	40% # students=115
ELA 3	Grades 3-5	NWEA	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
			10% # students=29	20% # students=58	30% # students = 86	40% # students = 115
ELA 4	Grades K- 2	DIBELS	<b>Core^</b>	<b>Core</b>	<b>Strategic</b>	<b>Intensive</b>
			10% # students = 29	20% # students = 59	30% # students = 88	40% # students = 117

### Optional Year-End Goal(s)

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All staff	95% of PLC’s scheduled were implemented with fidelity	Long term PLC planning implemented, adhered to, and achieved as evidenced by walkthrough data collected and analyzed on a monthly basis

Unit 1 Staff	90% of vertical team meetings were implemented with fidelity	Vertical team meetings were implemented as the standard for our Unit 1 monthly PD's as evidenced by walkthrough data collected and analyzed on a monthly basis
All staff	Survey data	Professional growth mindset will be cultivated and become the school norm as evidenced by walkthrough data collected and analyzed on a monthly basis
Unit 1 Staff	85% of teachers will implement school-wide expectations with fidelity	Teachers will implement school-wide expectations as supported by PLC's and coaching cycles as evidenced by walkthrough data collected and analyzed on a monthly basis

## Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not provided teachers targeted professional development to address students' foundational/conceptual skills needed to access grade level material (Focused Tier 1 instruction)	If we provide teachers with targeted professional development to support students with the conceptual knowledge to access grade level material, then they will achieve benchmark fluency and grade level word problems.
2	Teachers need additional support to develop foundational skills to address student reading instructional gaps: remediation/intervention (Tier 2)	If teachers have the instructional knowledge to identify and address individual student academic gaps, they will be able to intervene, making grade level text accessible to all students.
3	Systems, structures, and accountability practices are not in place to monitor effective practices in place school wide (in all 3 tiers of instruction)	If systems, structures, and accountability practices are in place students and teachers will receive the support and guidance needed to improve instruction and achievement.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (*3 maximum*):

	Priority
1	Increased opportunity for professional development focusing on the science of reading and the use of appropriate instructional strategies to best support Tier 1 instruction.

<b>2</b>	Grade level expectations for Tier 2 instruction, including resources and implementation guide. Tier 2 Interventions: Gr. K-Gr. 3- University of Florida Literacy Institute Foundations (UFLI) Gr. 3-5 Word Connections
<b>3</b>	Refine PLC structures, coaching cycles, and consistent monitoring

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All Students  3-5	NWEA	Fall(22-23'  Fall Achievement 22%Spring Achievement– 25%)  Achievement – 30% or above  Growth- 50% or above		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students  K-2	DIBELS	Fall  (22-23' -  65% Intensive)  50% or less students in the intensive range		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Kindergarten	DIBELS	Fall (22-23' 77% Intensive)  60% or less students in the intensive range		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Grades	Whetstone Walkthroughs Completed	240-minutes of walkthroughs per week  (10-minute walkthrough – every classroom, every week)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
09/06/23	12/21/23	Systems, structures, and accountability practices have been established between administration and Katie Carroll to meet on a weekly basis to check-in on rollout of action steps.	Administration Katie Carroll	#3
09/06/23	12/21/23	Prioritize grade level content and learning using high quality instructional materials for tier 1 instruction.	Katie Carroll	#1

09/06/23	12/21/23	Provide multiple and varied opportunities for staff to engage in professional learning relating to the neuroscience and cognitive science of learning to read, i.e. Modified Letters training.	Katie Carroll ELA Department Consultants	#1
09/06/23	09/22/23	Develop a clear and concise assessment plan to screen and diagnose students' reading needs.	Katie Carroll ELA Department	#1
10/01/23	12/21/12	Administer brief diagnostic assessments at the beginning the year and at periodic checkpoints throughout the school year.	Teaching Staff	#2 #3
08/01/23	09/29/23	Provide initial professional development to Grades K-3 staff on UFLI and grades 3-5 UFLI/Word Connection.	Katie Carroll District Coaches	#2
09/18/23	12/21/23	Implementation of UFLI for tier 2 instruction for K-3 and UFLI/Word Connection for Grades 3-5.	Teaching Staff	#2
09/06/23	12/21/23	Utilize the Implementation Guide for Tier 2 instruction.	Teaching Staff	#2
08/01/23	12/21/23	Revitalize personalized learning priorities for small group rotations; inclusive of digital content protocols, student goal setting, and routines and procedures.	Katie Carroll Teaching Staff	#2
08/01/23	12/21/23	Clarify expectations for use of WIN time to actively engage with purpose aligned to student needs based on progress monitoring data.	Administration Katie Carroll ILT	#2
09/01/23	09/29/23	Develop walk through tool (Whetstone) with clear indicators “look fors” including AVID strategies that are focused on the actions of the <i>students</i> .	Administration Katie Carroll ILT	#3
10/02/23	N/A	Walk through tool will be implemented by October 2.	Administration Katie Carroll	#3

10/02/23	12/21/23	Involve teachers, coaches, and admin in walk-throughs, across grade levels.  Create a weekly walk-through schedule with specific look-fors and immediate feedback. Walk-throughs will inform PLCs for the following week. (Root Cause 3)	Teaching Staff Administration Katie Carroll	#3
08/01/23	12/21/23	Leverage staff whose data (DIBELS, NWEA, Walkthroughs, Student Work Samples) demonstrates success to provide PLC opportunities.	Teaching Staff Administration Katie Carroll	#3
10/2/23	12/21/23	Analyze walkthrough data weekly to identify trends to inform PLC topics of instruction	Katie Carroll	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/15/23		
Marking Period 2	01/17/24		

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
Grades 3-5	NWEA	25% students will be a level 3 or 4		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Grades K-2	DIBELS	25% students will be core^ or core		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Kindergarten	DIBELS	50% of students or less will be in the intensive range		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

All Grades	Whetstone Walkthroughs Completed	240-minutes of walkthroughs per week  (10-minute walkthrough – every classroom, every week)	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
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## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
01/02/24	06/25/24	Systems, structures, and accountability practices have been established between administration and Katie Carroll to meet on a weekly basis to check-in on rollout of action steps.	Administration Katie Carroll	#3
01/02/24	06/25/24	Prioritize grade level content and learning using high quality instructional materials for tier 1 instruction.	Katie Carroll	#1
01/02/24	06/25/24	Provide multiple and varied opportunities for staff to engage in professional learning relating to the neuroscience and cognitive science of learning to read. Modified Letters training.	Katie Carroll ELA Department Consultants	#1
01/02/24	06/25/24	Administer brief diagnostic assessments at periodic checkpoints throughout the school year.	Teaching Staff	#2
01/02/24	06/25/24	Implementation of UFLI for tier 2 instruction for K-3 and UFLI/Word Connection for Grades 3-5.	Teaching Staff	#2
01/02/24	06/25/24	Utilize the Implementation Guide for Tier 2 instruction.	Teaching Staff	#2
01/02/24	06/25/24	Revitalize personalized learning priorities for small group rotations; inclusive of digital content protocols, student goal setting, and routines and procedures.	Katie Carroll Teaching Staff	#2

01/02/24	06/25/24	Implement WIN time to actively engage with purpose aligned to student needs based on progress monitoring data.	Teaching Staff	#2
01/02/24	06/25/24	Review and modify as needed walk-through tool (Whetstone) with clear indicators “look fors” including AVID strategies that are focused on the actions of the students.	Administration Katie Carroll ILT	#3
01/02/24	06/25/24	Involve teachers, coaches, and admin in walk-throughs, across grade levels.  Maintain a weekly walk-through schedule with specific look-fors and immediate feedback. Walk-throughs will inform PLCs for the following week.	Teaching Staff Administration Katie Carroll	#3
01/02/24	06/25/24	Leverage staff whose data (DIBELS,NWEA,Walkthroughs, Student Work Samples)onstrates success to provide PLC opportunities.	Teaching Staff Administration Katie Carroll	#3
01/2/24	06/25/24	Analyze walkthrough data weekly to identify trends to inform PLC topics of instruction	Katie Carroll	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	04/15/24		
Marking Period 4	06/15/24		

ELA End-of-Year Reflections	Implications for 2024-25 School Planning

# Math Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

## Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
<b>Math 1</b>	All Students	Academic Achievement Index	<i>TBD/Place Holder Based on NYSED Provided MIPS</i>			
<b>Math 2</b>	Grades 3-5	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
			6% # students= 17	15% # students= 43	39% # students= 112	40% # students= 115
<b>Math 3</b>	Grades K-5	NWEA	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
			6% # students = 37	15% # students = 93	39% # students = 243	40% # students = 249
<b>Math 4</b>	Grades K-5	SCSD Math Surveys-Fluency	Quartile 4	Quartile 3	Quartile 2	Quartile 1
			6% # students = 37	15% # students = 93	39% # students = 243	40% # students = 249
<b>Math 5</b>	Grades K-5	SCSD Math Surveys-Word Problems	Green	Yellow	Red	N/A
			21% # students = 131	39% # students = 243	40% # students = 249	

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All staff	95% of PLC's scheduled were implemented with fidelity	Long term PLC planning implemented, adhered to, and achieved as evidenced by walkthrough data collected and analyzed on a monthly basis.
Unit 1 Staff	90% of vertical team meetings were implemented with fidelity	Vertical team meetings were implemented as the standard for our Unit 1 monthly professional development expectations as evidenced by walkthrough data collected and analyzed on a monthly basis.
All staff	Survey data	Professional growth mindset will be cultivated and become the school norm as evidenced by walkthrough data collected and analyzed on a monthly basis.
Unit 1 Staff	85% of teachers will implement school-wide expectations with fidelity	Teachers will implement school-wide expectations as supported by PLC's and coaching cycles as evidenced by walkthrough data collected and analyzed on a monthly basis.

## Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not provided teachers targeted professional development to address students' foundational/conceptual skills needed to access grade level material (Focused Tier 1 instruction)	If we provide teachers with targeted professional development to support students with the conceptual knowledge to access grade level material, then they will achieve benchmark fluency and grade level word problems.
2	Teachers need support to gain comprehensive knowledge of Eureka pathways to address student math instructional gaps: remediation/intervention (tier 2)	If teachers have the instructional knowledge to identify and address individual student academic gaps, they will be able to intervene, making grade level math accessible to all students
3	Systems, structures, and accountability practices are not in place to monitor effective practices school wide (in all 3 tiers of instruction)	If systems, structures, and accountability practices are in place students and teachers will receive the support and guidance needed to improve instruction and achievement.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Increased opportunity for professional development focusing on the four critical components of the Eureka Story of Units.
2	Grade level expectations for Tier 2 instruction, including resources and implementation guide.
3	Refine PLC structures, coaching cycles, and consistent monitoring.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All Students K-5	NWEA	Fall (22-23' Growth – 55% Fall Achievement – 18% Spring Achievement – 22%)  Growth – 60% or higher		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

All Students K-5	Survey	Fall 10% of students level 3 or 4		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Grades	Whetstone Walkthroughs Completed	240-minutes of walkthroughs per week  (10-minute walkthrough – every classroom, every week)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
09/01/23	12/29/23	Establish systems, structures, and accountability practices between administration and Deb Gilbert to meet on a weekly basis to check-in on rollout of action steps.	Administration Deb Gilbert	#3
09/01/23	12/29/23	Use NWEA, Math Survey and Fluency data to form initial small groups of instruction to best meet student needs. Administer CC running record to first grade students not meeting Kindergarten level expectations. (data spreadsheet).	Teaching staff Deb Gilbert	#2
09/11/23	9/29/23	Administer the counting and cardinality running record to kindergarten students to inform small groups.	Teaching staff	#2
09/6/23	12/29/23	Design grade band professional development to deepen understanding of the role of each grade level in the trajectory, while learning strategies for adjusting instruction to meet student needs. Leverage staff whose data demonstrates success to provide PLC opportunities.	Deb Gilbert District Math Support	#1

09/14/23	10/1/23	<p>Develop PLC protocols and dedicate PLC time to.....</p> <ul style="list-style-type: none"> <li>Analyze student work to inform small group instructional plans.</li> <li>Use foundational standards to plan small group</li> <li>Choose and create center activities that promote practice of spiral review foundational standards.</li> </ul>	Deb Gilbert	#3
09/6/23	12/29/23	Use Walk through tool (Whetstone) with clear indicators “look fors” including AVID strategies that are focused on the actions of the students. Create a weekly walk-through schedule with specific look-fors and immediate feedback. Walk-throughs will inform PLCs for the following week.	Deb Gilbert Administrative Team	#3
10/12/23	10/19/23	Use NWEA RIT scores to set long term measurement and geometry goals in Dreambox grades 1-2.	Teaching Staff Deb Gilbert	#2
10/12/23	10/19/23	Review placements in MAP Accelerator within 24 hours of completion based on current NWEA RIT scores.	Teaching Staff Deb Gilbert	#2
10/02/23	12/21/23	Involve teachers, coaches, and admin in walk-throughs, across grade levels. Create a weekly walk-through schedule with specific look-fors and immediate feedback. Walk-throughs will inform PLCs for the following week. (Root Cause 3)	Administration Deb Gilbert Teaching Staff	#3
9/21/23	12/29/23	Progress Monitor and record, grade level fluency, using Counting expectations and Core Sets every ten days.	Teaching Staff	#2
8/1/23	12/21/23	Revitalize personalized learning priorities for small group rotations; inclusive of digital content protocols, student goal setting, and routines and procedures.	Teaching Staff Deb Gilbert	#2
8/1/23	12/21/23	Clarify expectations for use of WIN time to actively engage with purpose aligned to student needs based on progress monitoring data. Use data to identify students needing additional math support for WIN time.	Administration Deb Gilbert Teaching Staff	#2
10/02/23	N/A	Walk through tool will be implemented by October 2.	Administration Deb Gilbert	#3

10/2/23	12/21/23	Analyze walkthrough data weekly to identify trends to inform PLC topics of instruction	Deb Gilbert	#3
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/15/23		
Marking Period 2	01/17/24		

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	NWEA	16% of students level 3 or 4		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Fluency or Surveys	16% of students level 3 or 4		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	Whetstone Walkthroughs Completed	240-minutes of walkthroughs per week  (10-minute walkthrough – every classroom, every week)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

<b>Start Date</b> (M/D/YY)	<b>End Date</b> (M/D/YY)	<b>Action Step</b> <i>(begin with verb)</i>	<b>Lead(s)</b>	<b>TOA #</b>
01/02/24	06/24/24	Review systems, structures, and accountability practices have been established between administration and Deb Gilbert to meet on a weekly basis to check-in on rollout of action steps.	Administration Deb Gilbert	#3
01/02/24	06/24/24	Review and modify grade band professional development to deepen understanding of the role of each grade level in the trajectory, while learning strategies for adjusting instruction to meet student needs. Leverage staff whose data demonstrates success to provide PLC opportunities.	Deb Gilbert District Math Support	#1
01/02/24	06/24/24	Use Walk through tool (Whetstone) with clear indicators “look fors” including AVID strategies that are focused on the actions of the students. Create a weekly walk-through schedule with specific look-fors and immediate feedback. Walk-throughs will inform PLCs for the following week.	Deb Gilbert	#3
01/02/24	06/24/24	Involve teachers, coaches, and admin in walk-throughs, across grade levels.	Administration Deb Gilbert Teaching Staff	#3
01/02/24	06/24/24	Progress Monitor and record, grade level fluency, using Counting expectations and Core Sets every ten days.	Teaching Staff Deb Gilbert	#2
01/02/24	06/24/24	Review personalized learning priorities for small group rotations; inclusive of digital content protocols, student goal setting, and routines and procedures.	Teaching Staff Deb Gilbert	#2
01/02/24	06/24/24	Review placements in MAP Accelerator based on current NWEA RIT scores within 24 hours of testing.	Teaching Staff Deb Gilbert	#2
01/02/24	06/24/24	Review and modify expectations for use of WIN time to actively engage with purpose aligned to student needs based on progress monitoring data. Use data to identify students needing additional math support for WIN time.	Administration Deb Gilbert Teaching Staff	#2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	04/15/24		
Marking Period 4	06/15/24		

Math End-of-Year Reflections	Implications for 2024-25 School Planning

## English Language Proficiency (ELP) Goal

Directions: In the left column, identify the subgroup for which the school is generating a year-end goal. Schools should use “All English Language Learners” and may choose to add specific subgroups based on data. Schools may add additional goals.

### Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.00 or higher
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All staff	95% of PLC's scheduled were implemented with fidelity	Long term PLC planning implemented, adhered to, and achieved.

### Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>

1	ENL professional development has not been consistently prioritized and offered to general education teachers that address gaps in academic language, background knowledge and requisite foundational skills for MLL success.	If ENL professional development is consistently prioritized and offered to general education students addressing gaps in academic language, background knowledge, and requisite foundational skills for MLL success then that will allow greater levels of student success
2	Master schedule does not allow for collaboration, planning, and optimal groupings of students.	If the master schedule allows for collaboration, then students will receive appropriate units of study and have a comfort level that allows for greater student success.
3	The diverse cultures of the school are not fully understood, celebrated and embraced.	If the diverse cultures of the school are fully understood, celebrated, and embraced, then students will feel a deeper connection to our school and their heritage language.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	ENL professional development is prioritized.
2	A deeper understanding and more presence of culturally diverse backgrounds represented throughout Webster, including but not limited to a master schedule with all students, staff, and space capabilities in mind
3	Ensure all four modalities are present in ENL instruction with a focus on systemic vocabulary instruction using graphic organizers, images, Frayer model, L1, and technology.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All ELL Students	Nat Geo ELP Testing Writing	Fall (21-22 57% met school rate of success)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		60% met school rate of success			
All ELL Students	Nat Geo ELP Testing Vocabulary, Grammer, Comprehension	Fall (21-22 7% met school rate of success)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Unit 1 Staff	Stafftrac Attendance Reports from PLC	All unit 1 staff will have attendance at least two PLC's focused on ENL		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
06/16/23	07/01/23	Create a master schedule with units of study, staffing, and classroom availability in mind.	Administration ELL Team	#2
08/15/23	09/30/23	Schedule curriculum night to allow for support by nationality workers.	ELL Teachers Teachers	#1
09/30/23	10/30/23	Design systems/incentives for parent teacher conferences to encourage all ELL families to conference with ENL teacher.	Administration ELL Teachers	#3
09/05/23	12/31/23	Utilize native language during the announcements, school website, and communication home.	Administration	#2

			ELL Teachers Teaching Staff	
08/15/23	09/05/23	Create varied professional development opportunities focused on the utilization of multilingual communication tools, delivery of engaging learning experiences for multilingual students, and a deeper understanding of the language learning continuum, as evidenced by walkthroughs and professional learning opportunities.	Administration ELL Teachers	#1
09/05/23	12/31/23	Utilize all four modalities consistently, with a focus on writing during stand-alone instruction using SCSD walkthrough tool focused on the four modalities – speaking, listening, writing, reading.	ELL Teachers	#3
08/15/23	12/31/23	Plan PLCs to support vocabulary instruction.	Administration Katie Carroll ELL Teachers	#1
08/15/23	12/31/23	Create a systematic approach to welcome or newcomers to Webster. Teachers will be notified in a timely manner in order to best meet the language and cultural needs of a newcomer in their classroom. ENL staff members will support with materials and acclamation.	ELL Teachers ELL District Coaches	#2
09/05/23	12/31/23	Monitor and adjust the Webster Welcome plan and change, if necessary.  ENL team debriefs after each newcomer arrives about systems that were in support of creating a welcoming culture for newcomers and what systems are in need of revision and reports necessary changes to administration.	ELL Teachers Administration	#2
09/05/23	12/31/23	Expect all students to set, monitor, and celebrate progress towards SMART goals.	ELL Teachers	#3
10/25/23	12/31/23	ENL Team meets at the end of each marking period to analyze data (NWEA, DIBELS, Nat. Geo) and adjusts instruction/supports as needed based on a lack of progress toward individual students' year-end goals.	ELL Teachers	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/15/23		
Marking Period 2	01/17/24		

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All ELL Students	Nat Geo ELP Testing Writing	70% met school rate of success		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All ELL Students	Nat Geo ELP Testing Vocabulary, Grammar, Comprehension	45% met school rate of success		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Unit 1 Staff	Stafftrac Attendance Reports from PLC	All unit 1 staff will have attendance at least four PLC's focused on ENL		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

<b>Start Date</b> (M/D/YY)	<b>End Date</b> (M/D/YY)	<b>Action Step</b> <i>(begin with verb)</i>	<b>Lead(s)</b>	<b>TOA #</b>
1/15/24	04/01/24	Present an overview of NYSESLAT: state expectations, testing components, targets, student social emotional needs.	ELL Teachers	#1
05/15/24	06/25/24	Re-establish Multicultural Event.	ELL Teachers Teaching Staff	#3
01/15/24	06/25/24	Differentiate instruction based on progress monitoring data.	ELL Teachers	#2
01/15/24	06/25/24	Expect all students to set, monitor, and celebrate the progress of SMART goals.	ELL Teachers	#3
01/15/24	06/25/24	Celebrate home language use through the Pathway to the Seal Program (increase participation).	ELL Teachers	#3
01/15/24	06/25/24	Continue to create varied professional development opportunities focused on the utilization of multilingual communication tools, delivery of engaging learning experiences for multilingual students, and a deeper understanding of the language learning continuum.	ELL Teachers	#1
01/10/24	05/25/24	ENL Team meets at the end of each marking period to analyze data (NWEA, DIBELS, Nat. Geo) and adjusts instruction/supports as needed based on a lack of progress toward individual students' year-end goals.	ELL Teachers	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	04/15/24		
Marking Period 4	06/15/24		

ELP End-of-Year Reflections	Implications for 2024-25 School Planning

## Chronic Absenteeism Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

### Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Chronic Absenteeism Rate at or below 35%
CA 2	All students	Overall Student Attendance Data	90% of students have missed less than 10 days

### Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Clearly defined protocols have not been developed to analyze and address attendance data to identify and address barriers to getting to school.	If clearly defined protocols are developed to analyze and address attendance data to identify and address barriers to getting to school, then students will have the opportunity to learn and flourish.
2	Classroom level incentives and interventions are not in place to proactively connect with families to address student attendance and their connection to academic success.	If classroom level incentives and interventions are in place to proactively connect with families to address student attendance and their connection to academic success, then students will be present and receive consistent instruction.
3	Formalized plans with accountability measures have not been appropriately established and monitored for all students who are at risk of being severely and chronically absent.	If formalized plans with accountability measures are established for students who are at risk of being severely and chronically absent then students will have access to academic, behavioral, and social emotional support.

### Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (*3 maximum*):

	Priority
1	Systems and structures prioritized at the highest level of chronically absent levels (K&1, Students with IEPs, and Hispanic).
2	Create a school-wide campaign to promote the importance of daily attendance.
3	Monitor attendance data weekly to identify patterns and implement systems of support and change.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Students in Grades K&1	Chronic Absenteeism Rate	95% or more students in Grades K&1 will miss two or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students with IEP's	Chronic Absenteeism Rate	95% or more students with IEP's will miss two or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Hispanic Students	Chronic Absenteeism Rate	95% or more Hispanic students will miss two or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

All Students	Overall Student Attendance Data	Average daily attendance 95%	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
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## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
9/6/23	12/31/23	A Robo call will notify parents of every absence every day	Automated by SCSD	#3
9/6/23	12/31/23	Grades PreK, K, and 1 Postcards will be sent home every week	Kari Royce Teaching Staff	#3
9/6/23	9/30/23	“No Show” lists will be generated each day of the first two weeks of school.  If a parent is unable to be reached by phone or if the concerns continue subsequent to a phone call, the social worker, Kristin Monica, or someone from the SIT will make a home visit to the student’s residence, to discuss the concerns and offer assistance in creating a plan of action.	Kari Royce  Mamie Howard & Janita Wright  Kristin Monica  Administration	#1
9/6/23	12/31/23	Teachers will communicate every absence to parent(s). Following contact or attempted contact, a form will be completed to add to user defined notes.	Teaching Staff	#3
9/6/23	12/31/23	Attendance Teams/Student Intervention Teams will meet weekly to review attendance patterns and decide next steps.	Attendance Team SIT Team	#3

9/6/23	12/31/23	The attendance form letter, available on SchoolTool, will be sent for absences thresholds 5, 10, and 15. A personalized note will be handwritten by grade level social worker.	Mamie Howard & Janita Wright	#2
9/25/23	12/31/23	Administration, with grade level social worker, will contact families in need of support to discuss attendance concerns over 15 days and ensure referral to the School Intervention Team (SIT) has taken place and an intervention has been initiated.	Administration  Mamie Howard & Janita Wright	#2
9/6/23	12/31/23	After 10 days, schools should increase and document efforts to reach the family before reaching the 20 <sup>th</sup> day absence.  Consider being more rigorous than the district protocol  Might be okay to go more aggressive knowing what we know could happen after winter recess  *Need to think of systems to make this happen with the number of students at Webster (roughly 225 kids requiring this need)  Count # of days between BOY and December to see the rate for chronically absent – 71 days	Mamie Howard & Janita Wright  Kristin Monica  Administration	#3
N/A	12/21/23	Awards celebration to reward attendance that were distinguishable from September-December.	Administration	#2
9/6/23	12/31/23	Perfect attendance weekly cards that teachers pass out every Monday afternoon.	Kari Royce  Teaching Staff	#2
07/01/23	10/02/23	Create and roll out the Webster Attendance Campaign to staff, students, and families with the goal of missing 1 day or less per month	Attendance team  Administration	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/15/23		
Marking Period 2	01/17/24		

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
Students in Grades K&1	Chronic Absenteeism Rate	95% or more students in Grades K&1 will miss five or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students with IEP's	Chronic Absenteeism Rate	95% or more students with IEP's will miss five or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Hispanic Students	Chronic Absenteeism Rate	95% or more of Hispanic students will miss five or less days of school		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Overall Student	Average daily attendance 95%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

	Attendance Data				
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## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/2024	6/25/24	A Robo call will notify parents of every absence every day	Automated by SCSD	#3
1/1/2024	6/25/24	Grades PreK, K, and 1 Postcards will be sent home every week	Kari Royce Teaching Staff	#3
1/1/2024	6/25/24	Teachers will communicate every absence to parent(s). Following contact or attempted contact, a form will be completed to add to user defined notes.	Teaching Staff	#2
1/1/2024	6/25/24	The attendance form letter, available on SchoolTool, will be sent for absences thresholds: 7-10 absences by Feb. 28, 10- 14 absences by April 29, and 14- 18 absences by the end of the school year. A personalized note will be handwritten by grade level social worker.	Mamie Howard & Janita Wright	#3
1/1/2024	6/25/24	Ensure referral to School Intervention Team (SIT) has taken place and an intervention has been initiated	Teaching Staff SIT Team	#3
1/1/2024	6/25/24	For students missing more than 20 days, SIT will involve Impact Team and/or Access School Liaison to advise and discuss other opportunities for services and support	SIT Team CBO	#3
1/1/2024	6/25/24	For students missing more than 20 days a member of SIT with the grade level administrator will make a home visit to the student's residence, to discuss the concerns and offer assistance in creating a plan of action.	Administration SIT Team	#3
N/A	6/25/24	Awards celebration to reward attendance that were distinguishable from January-June	Administration	#2

1/1/2024	6/25/24	Perfect attendance weekly cards that teachers pass out every Monday afternoon	Kari Royce Teaching Staff	#2
01/01/24	02/01/24	Monitor, reinforce, and disseminate the Webster Attendance Campaign to staff, students, and families	Attendance team Administration	#3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	04/15/24		
Marking Period 4	06/15/24		

Chronic Absenteeism End-of-Year Reflections	Implications for 2024-25 School Planning

## Survey Goal

Directions: Identify the stakeholder group for which the school is generating a year-end goal.

### Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
<b>SRV 1</b>	Grades 3-5	How often are people disrespectful to others at your school? (Spring '23 19% favorable)	40% favorable
<b>SRV 2</b>	Grades 3-5	How much respect do students at your school show you? (Spring '23 48% favorable)	75% favorable

### Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
<b>1</b>	We have not provided staff with training on supports to students to enable them effectively express needs, wants, and feelings (Tier 1.)	If we provide staff with training and professional development around supports to students to provide them skills to effectively express needs, wants, and feelings, then they will feel respected by peers and adults.
<b>2</b>	Staff needs additional supports to develop and implement individualized plans to support student social emotional learning needs (Tier 2).	If staff have additional supports to develop and implement individualized plans to support student social emotional learning needs, then students will feel respected by peers and adults.
<b>3</b>	Systems, structures, and accountability practices are not in place to monitor effective practices in place school wide (in all 3 tiers).	If systems, structures, and accountability practices are in place then students and teachers will receive the support and guidance needed to improve SEL skills.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Identify one SEL curriculum and implement it with fidelity.
2	Building wide expectations to support challenging behaviors.
3	Refine PLC, master schedule, and organization of School Support Center and Team.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Teachers	Second-Step Training	95% or more of unit 1 staff will be trained in Second Step curriculum		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	Discipline Data	5% or less of students with more than 2 L2, L3 L4 offenses		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
07/01/23	08/01/23	Embed specific realistic time in master schedule to implement designated SEL curriculum	Administration	#1,2,3
06/01/23	07/01/23	Determine one SEL curriculum to be implemented with fidelity	SLT	#1,2,3
07/01/23	10/01/23	Train all staff in chosen SEL curriculum	Administration Coaches Mamie Howard & Janita Wright Kristin Monica	#2,3
08/31/23	10/01/23	Rollout of Class Dojo school-wide	Administration Equity and School Climate Team	#1,2,3
07/01/23	08/31/23	Plan SEL PLC's and shared information via staff meeting	Administration Coaches	#2,3
07/01/23	08/31/23	Plan systems for TCIS strategies, calm down corners, buddy reset, and conflict resolution supports to be done with fidelity (flow chart)	Administration School support staff	#2,3
06/01/23	08/31/23	Strategically plan PBIS and Wolfpack celebrations throughout the year	Equity and school climate team	#1,3
08/31/23	10/01/23	Deliberate, explicit instruction for how to utilize calm down, buddy resets, and classroom strategies	Administration School support staff	#1,2,3

09/06/23	06/25/23	Establish the Webster Student Cabinet-student representatives from grades 3-5	Administration Teaching Staff	#1
Ongoing based on scheduling		Work with McMahon Ryan to provide learning opportunities around safe/appropriate relationships and appropriate online interactions.	Mamie Howard & Janita Wright	#1
08/31/23	12/21/23	Establish structured triage schedule with norms to be followed and responsibility of dissemination of information for follow-up	Administration School support team Teaching Staff	#2,3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/15/23		
Marking Period 2	01/17/24		

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All students	Discipline Data	5% or less of students with more than 2 L2, L3 L4 offenses		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students Grades 3-5	School created mini-survey	30% favorable (Survey question #1)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Students Grades 3-5	School created mini- survey	60% favorable  (Survey question #2)	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
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## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
01/02/24	02/01/24	Administer the mid-year survey and analyze data to determine progress towards goals. Share results with staff and relevant stakeholders.	Administration School support staff	#1,2,3
01/02/24	02/01/24	Review building and class behavioral expectations and how it aligns to the overarching idea of respect for oneself and others. Can be facilitated using grade-level assemblies, specific look-fors on Dojo, and virtual meetings to review the “Webster Way”.	Administration All staff	#1,2,3
01/02/24	02/01/24	Analyze behavioral data to plan PLC’s January-June catered to specific student needs aligned to supporting TCIS strategies	Administration Coaches	#2,3
Ongoing based on scheduling		Expand collaboration with McMahon Ryan to include one additional topic in the spring	Mamie Howard & Janita Wright	#1
01/02/24	05/31/24	Establish incentives for positive behavior in June for staff and students	Equity and school climate team	#1,3
06/01/24	06/15/24	Administer the end-of-year survey	Coaches School Support Staff	#1

06/15/24	06/25/24	Analyze the end-of-year mini-survey results. Share results with staff and relevant stakeholders. Celebrate targets met. Identify progress towards goals and create additional actions steps for 2024-2025 SCEP to address gaps or areas of need in order to reach the end-of-year target.	Administration School Support Staff	#1,2,3
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	04/15/24		
Marking Period 4	06/15/24		

Survey End-of-Year Reflections	Implications for 2024-25 School Planning

# Learning As A Team

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

## Student Interviews

**Describe how the Student Interview process informed the team’s plan. Please be specific for each goal area.**

Overall, students liked personalized instruction with a teacher, choice, and voice as it pertained to ELA and math instruction and how students felt they best learned. The SCEP plan is reflective of small group implementation guide and personalized learning to include choice and voice.

Overall, positive feelings of school climate; students felt safe and heard by teachers.

Students want their teachers to know them as individuals.

SCEP plan is reflective of students want to feel acknowledged and respected as individuals by staff and students.

# Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the evidence-based intervention the school has chosen (select only 1) and complete the following prompts.

## State-Supported Evidence Based Strategy

<p><b>Evidence-Based Intervention Strategy Identified</b></p>	<p><input type="checkbox"/> Instructional Coaching</p> <p><input checked="" type="checkbox"/> Professional Learning Communities</p> <p><input type="checkbox"/> Restorative Justice</p> <p><input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System</p> <p><input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes</p>
<p><b>We envision that this Evidence-Based Intervention will support the following goal areas</b></p>	<p>Professional Learning Communities will support Tier 1 and 2 instruction, ENL strategies, the needs of students with disabilities, the coteaching model, consultant teacher model, TEACCH structures, TCIS, and Second Step.</p>
<p><b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b></p>	<p>Staff voiced the need for more personalized professional learning time to best support all the subgroups of learners. Staff desired vertical alignment of PLC, in addition to common planning time with consultant teachers, and greater opportunity for feedback. Students voiced their preferred ways of learning and the need for individualism and a greater level of respect.</p>

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Dawn Kivlehan	Principal
Elizabeth Bielass	Vice Principal
Caitlin Welch	Vice Principal
Rhonda Zajac	Director of Curriculum and Staff Development
Deborah Gilbert	Math Instructional Coach
Teresa Main	ELA Instructional Coach
Katie Cleveland	AIS Teacher
Emily Bajish	Teacher
Vickie Byrnes	ENL Teacher
Charla Daniels	Parent
Hope Goettel	SPE Teacher
Julie Goldberg	Teacher
Valerie Gray	Teaching Assistant
Jennifer Horn	Teacher
Kym Jones	Teacher
Kristin Magnarelli	Teacher
Katie Rivito	Teacher
Maria VanRiper	ENL Teacher

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
5/23/23	x	x		x			
5/24/23	x	x		x			
5/30/23	x				x		
06/07/23						x	
06/13/23		x	x				
06/20/23							
06/14/23		x	x			x	
06/21/23				x		x	

07/03/23							X
07/06/23							X
07/07/23							X

## Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.