



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
<b>Syracuse City School District</b>	Webster Elementary School	PreK-5

## 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

### Goals & Actions

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and review the document “How Learning Happens,” particularly page 3. Then the team should ask, **“What should we prioritize to support our students and work toward the school we wish to be?”**

### Resources for the Team

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students](#)
- [Equity Self-Reflection](#)
- [How Learning Happens](#)

## ELA Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, each identified subgroup should have its own goal.

Subgroup	June 2023 Goal
Hispanic	100.0 Academic Achievement Index
Black	70.5 Academic Achievement Index
All	10%-point decrease in Level 1 from September baseline (minimum pending baseline data results) 5%-point increase in Levels 3 + 4 from September baseline (minimum pending baseline data results)

## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1) Small group instruction is inconsistently implemented due to a lack of clearly defined expectations including a common planning template provided to teachers.	
1) Not all teachers have not been provided with sufficient training, tools (including protocols for PLC), feedback, and differentiated support on understanding, analyzing, and responding to student data and effectively planning Tier 1 and Tier 2 instruction including using NWEA effectively as it is a relatively new data source.	

## Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/2022	9/2/2022	Predictable PLC monthly calendar created outlining consistent meeting topics (2)	SLT

8/2022	1/2023	<p>Leveraging teacher leaders at Webster to support targeted Tier II instruction through coaching cycles throughout the school year (2)</p> <ul style="list-style-type: none"> <li>• Develop an Instructional Leadership Team meeting schedule for 2022-2023.</li> </ul>	<p>Lead Teachers</p> <p>Instructional coaches</p> <p>ER staff</p> <p>District Coach</p> <p>Data Liaison</p>
9/2022	1/2023	<p>Monitor Tier 1 instruction (K-5) to ensure alignment to district curriculum/pacing and provide PD, unit unpacking and collaborative planning as needed (2)</p>	<p>Instructional coaches</p> <p>Lead Teachers</p> <p>Administrators</p>
8/2022	9/2022	<p>SLT to adopt small group planning “look-fors” building wide with an emphasis on grades 3-5 and review of K-2 lesson components (1)</p>	<p>Lead Teachers</p> <p>Instructional coaches</p>
10/2022	11/2022	<p>Deliver PD on the components of foundational reading skills to grades 3-5 teachers as needed based on student data (2)</p>	<p>Instructional Coach</p> <p>Lead Teachers</p> <p>Early Literacy Coach</p>
8/2022	1/2023	<p>Create, follow, and debrief walkthrough schedule for first two marking periods focused on Tier 2 small group instruction (2)</p>	<p>ENL teachers</p> <p>Instructional coaches</p> <p>Lead Teachers</p> <p>Administrators</p>
9/2022	10/2022	<p>Provide professional development for instructional staff in understanding the data collected and differentiation provided by NWEA (2)</p>	<p>Instructional Coaches</p> <p>Data Liaison</p>
9/2022	10/14/22	<p>Collaborate with District supports including Impact Coaches to plan and deliver professional development in the SCSD Technology Integration Continuum for use during small group targeted instruction (2)</p>	<p>Instructional Coaches</p>
10/2022	12/2023	<p>Analyze DIBELS and NWEA data to create 6-week action plans for differentiated targeted Tier 2 instruction with check-ins at the 3-week mark (2)</p>	<p>Instructional Coach</p> <p>Lead Teachers</p>

		<ul style="list-style-type: none"> <li>• Create a progress monitoring schedule using DIBELS data system</li> <li>• Implement differentiated ELA Coaching Cycles with teachers K-5 and provide targeted, actionable feedback based on teacher's action plan.</li> </ul>	
9/2022	12/2022	Review student subgroup data to determine those in need of Tier 3 intervention and progress monitor with DIBELS following district designated schedule (2)	Instructional Coach Lead Teachers ELA Interventionists
11/2022	1/2023	Personalizing independent learning opportunities in the classroom during Tier 2 small group instruction based on Independent Development Plans (IDPs) (2)	Instructional Coach Lead Teachers
11/2022	1/2023	Professional development (with scheduled accountability checkpoints) on data driven goal setting for Individual Development Plans (IDPs) (2)	Instructional Coach Lead Teachers
10/2022	1/2023	<p>Continue to implement building wide writing strategies that support AVID (WICOR) and align with district curriculum/pacing. (Formatively assess and monitor student progress. (2)</p> <ul style="list-style-type: none"> <li>• CER grades 3-5</li> <li>• Administer and score designated checkpoints from Humanities units</li> <li>• Determine next steps to embed into Tier 1 and Tier 2 instruction based on student work analysis</li> </ul>	Instructional Coach Lead Teachers

## Gauging Success: Mid-Year Benchmark

Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2023 Target
NWEA Reading	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 3%-point increase in Levels 3 + 4 from Fall baseline

## Action Plan: January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/2023	6/2023	Continue leveraging teacher leaders at Webster to support targeted Tier II instruction through coaching cycles throughout the school year (2)	Lead Teachers Instructional coaches ER staff District Coach Data Liaison
1/2023	6/2023	Monitor Tier 1 instruction (K-5) to ensure alignment to district curriculum/pacing and provide PD, unit unpacking and collaborative planning as needed (2)	Instructional coaches Lead Teachers Administrators
1/2023	6/2023	Follow and debrief walkthrough schedule for last two marking periods (Tier 2 lesson look fors) (2)	ENL teachers Instructional coaches Lead Teachers Administrators
1/2023	6/2023	Analyze DIBELS and NWEA data to create 6-week action plans for differentiated targeted instruction with check-ins at the 3-week mark (2) <ul style="list-style-type: none"> <li>Create a progress monitoring schedule using DIBELS data system</li> </ul>	Instructional Coach Lead Teachers
1/2023	6/2023	Personalize independent learning opportunities in the classroom during Tier 2 small group instruction based on Independent Development Plans (IPs) (2)	Instructional coaches Lead Teachers Administrators
1/2023	6/2023	PLC follow up based on scheduled accountability checkpoints and data driven goal setting for Individual Development Plans (IDPs) (2)	Instructional coaches Lead Teachers

			Administrators
1/2023	6/2023	Continue to implement building wide writing strategies that support AVID (WICOR) and align with district curriculum/pacing. (Formatively assess and monitor student progress.) (2) <ul style="list-style-type: none"> <li>• CER grades 3-5-administer and score designated checkpoints from Humanities units</li> <li>• Determine next steps to embed into Tier 1 and Tier 2 instruction</li> </ul>	Instructional coaches Lead Teachers
1/2023	6/2023	Review student subgroup data to determine those in need of Tier 3 intervention and progress monitor with DIBELS following district designated schedule (2)	Instructional Coach Lead Teachers ELA Interventionists

## Math Goal

Subgroup	June 2023 Goal
Hispanic	96.4 Academic Achievement Index
Black	87.4 Academic Achievement Index
All Students	10%-point decrease in Level 1 from Fall NWEA Math baseline (minimum pending baseline data results) 5%-point increase in Levels 3 + 4 from Fall NWEA Math baseline (minimum pending baseline data results)

## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1) Not all teachers have not been provided with sufficient training, tools (including protocols for PLC), feedback, and differentiated support on understanding, analyzing, and responding to student data and effectively planning Tier 1 and Tier 2 instruction including using NWEA effectively as it is a relatively new data source.	

## Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead
9/2022	12/2022	Collaborate with the District Math Coach to provide teachers with sessions on <b>creating and implementing action plans</b> based on Quarterly Assessment Data. Teachers will be guided to set <b>SMART goals</b> , identify a <b>progress monitoring</b> schedule, and to create corresponding <b>action plans</b> for classroom and small group instruction plans on <i>Math fluency</i> and <i>Word Problem Types</i> .	Instructional coach QR/AIS Teacher Lead Teachers District Coach Data Liaison
9/2022	1/2022	Deliver <b>Differentiated PD Tier 1-2-3</b> -ongoing and adjust the PD and PLC focus for math to the district priorities and math instructional priorities. <ul style="list-style-type: none"> <li>• Launch-new teachers or new to grade level <b>Tier 1</b></li> <li>• Module 0-Habits of Mind Unit <b>Tier 1</b>-all teachers K-5</li> <li>• Equip-2-5 pre-module <i>foundational standards</i> assessment</li> <li>• Focus on Fluency-deliberate practice <b>Tier 1</b>-K-5</li> <li>• Dreambox- NWEA RIT, Planning and Customization, Student Conferencing <b>all Tiers</b>-K-5 <b>9/22</b></li> <li>• Progress Monitoring-CC Running Records K-1 <b>10/22-11/22</b></li> <li>• Progress Monitoring-SOAR materials 2-5 <b>10/22-11/22</b></li> <li>• Content Strands Training-CC, OA Add/Subtract, Mult/Divide as needed</li> <li>• SCSD Technology Integration Continuum-Canva, Dreambox</li> <li>• NWEA-how to find and use data reports K-5 <b>8/22-9/22</b></li> <li>• <b>Tier 3</b> Intervention-QR/AIS and Special Ed providers</li> </ul>	Lead Teachers Instructional coach District Coach Data Liaisons Impact Coach
9/2022	12/2022	Provide PD on <b>Tier 2</b> targeted small group instruction reviewing essential understandings and foundational standards. Focus on setting short and long-term goals while planning targeted instruction matched to student need grades K-5. (Progress Monitoring, utilize effective formative assessment strategies during instruction, provide corrective feedback appropriately throughout lessons.	Lead teachers Instructional Coach Admin
8/2022	9/2022	SLT to adopt <i>Small Group Instructional Planning "look-fors"</i> and small group walkthrough tool building wide K-5, to include <b>Tier 2 targeted</b> small group instruction, digital content and independent work.	Lead teachers Instructional coach Admin



8/2022	1/2023	Create, follow and debrief walkthrough schedule for first two marking periods using adopted <b>Tier 2 Small Group</b> walkthrough tool, leveraging Teachers Leaders (AVID site team, Building and Impact coaches, etc.)	Instructional coach Lead teachers Admin
9/2022	1/2023	Create schedule and establish <b>Coaching/Feedback Cycles</b> , based on data. Identify teachers for 4- week coaching cycle and personalized support. Include observation/feedback, planning, modeling, co-teaching Organize Peer observations – identify teachers who are successful in the different components of the lesson to highlight for peer observations <ul style="list-style-type: none"> <li>• Fluency Practice</li> <li>• Application Problem (Solving Story Problems)</li> <li>• Conceptual Development/Debrief</li> <li>• Small group Instruction</li> </ul>	Admin Instructional Coach
10/2022	1/2023	Create <b>Student Conference</b> Schedule to build <b>IDPs</b> with students. Student/Teacher focus on setting short and long-term goals based on Quarterly Assessments, NWEA and DreamBox data.	Classroom Teacher Lead teachers Instructional coach Admin

## Gauging Success: Mid-Year Benchmark

Identify the specific assessment of Math performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 3%-point increase in Levels 3 + 4 from Fall baseline

## Action Plan: January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/2023	3/2023	Collaborate with the District Data Coach to <b>disaggregate and analyze data for our subgroups</b> of students, including our Hispanic and Black students, to identify any gaps and plan interventions and/or additional supports as needed.	Instructional Coach Data Liaison Admin
1/2023	6/2023	Deliver <b>Differentiated PD Tier 1-2-3</b> -ongoing and adjust the PD and PLC focus for math to the District priorities and math instructional priorities. <ul style="list-style-type: none"> <li>• SCSD Technology Integration Continuum-Canva, Dreambox</li> <li>• Content Strands Training-OA Add/Subtract, Multiply/Divide and Fractions* as needed</li> <li>• Tier 3 SOAR Fractions</li> </ul>	Lead Teachers Instructional coach District Coach Impact Coach
1/2023	6/2023	Continue Data Analysis Cycle: <b>Create and Implement action plans</b> based on NWEA & Quarterly Assessment Data including Counting and Cardinality Running Records. Teachers set <b>SMART goals</b> , identify a <b>progress monitoring</b> schedule, and create corresponding <b>action plans</b> for classroom and small group instruction plans. Focus: setting short and long-term goals while planning targeted small group instruction matched to student need grades K-5.	Classroom Teachers Lead Teachers Instructional coach QR staff District Coach Data Liaison Admin
2/2023	6/2023	Create and follow a Progress Monitor Schedule for <b>Winter/Spring Action Plans</b> to include check ins between beginning and ending dates. Focus on increasing the impact of small groups for students to reach set IDP goals. Following NWEA & QA administration.	Classroom Teachers Lead Teachers Instructional coach Admin
1/2023	6/2023	Follow <b>walkthrough schedule</b> with <b>debriefs</b> for final two marking periods using adopted walkthrough tool, leveraging Teachers Leaders (AVID site team, Building and Impact coaches, etc.)	Lead Teachers Instructional coaches QR staff District Coach Admin

1/2023	6/2023	<p>Continue <b>coaching cycles</b> and personalized support for teachers based upon data.</p> <p>Identify teachers for 4- week coaching cycle and personalized support. Provide targeted, actionable feedback based on student data. Include observation/feedback, planning, modeling, co-teaching. Organize Peer observations – identify model classrooms, successful in the different components of the lesson to highlight for peer observations</p> <ul style="list-style-type: none"> <li>• Fluency Practice</li> <li>• Application Problem (Solving Story Problems)</li> <li>• Conceptual Development</li> <li>• Debrief</li> <li>• Small group Instruction</li> </ul>	<p>Lead Teachers</p> <p>Instructional coaches</p> <p>QR staff</p> <p>District Coach</p>

## English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 ELP Success Ratio
English Language Learners	<p>National Geographic Assessment Writing - June 2023 School Rate of Success Target: 80%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2023 School Rate of Success Target: 80%</p>

## Root Causes

<p>What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.</p>	<p>Is this specific to certain sections of the school (grade/content area?)</p>
<p>Teachers have not been provided with sufficient training and/or differentiated coaching support to understand multiple sources of data, including the National Geographic Assessments, to plan for instruction standalone instruction to address foundational and language skills and to plan for targeted small group instruction and in-class supports to English Language Learners (ELLs).</p>	<p>ENL Teachers</p>

The expectations for engaging English Language Learners (ELLs) in setting their goals, monitoring the progress towards their goals, and reflecting on and celebrating gains have not been consistently communicated to staff.	Administration ENL Teacher Coaches
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## Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/2022	1/2023	Provide teachers with differentiated training, feedback, and coaching support to effectively implement targeted reading small groups for all ENL students	ENL Teachers Classroom Teachers
9/2022	1/2023	Provide teachers with differentiated training, feedback, and coaching support to effectively use NYSESLAT data to group students and drive instruction.	ENL Teachers Classroom Teachers
9/2022	1/2023	Provide teachers with differentiated training, feedback, and coaching support to effectively use ELP Fall scaled scores to adjust small groups (ENL teachers). This data will be shared with classroom teachers to aid in planning for small groups.	ENL Teachers Classroom Teachers
9/2022	10/2022	Define the expectations for engaging ELLs in setting, monitoring, and reaching their language acquisition goals and communicate the expectations to teachers.	Admin and Coaches
9/2022	1/2023	Follow the expectations for engaging ELLs in their goals, and meet with them regularly to set, monitor, adjust, and celebrate progress towards reaching SMART goals.	ENL Teachers Classroom Teachers

## Gauging Success: Mid-Year Benchmark

Identify the **specific assessment of ELP performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	TBD in Fall 2022	% of students meeting individual expected target "School Rate of Success" TBD based on Fall baseline results

## Action Plan: January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/2023	6/2023	Continue to use data from progress monitoring for targeted reading small groups for all ENL students	ENL Teachers Classroom Teachers
1/2023	6/2023	Use ELP Winter scaled scores to adjust small groups (ENL teachers). This data will be shared with classroom teachers to aid in planning for small groups.	ENL Teachers Classroom Teachers
1/2023	6/2023	Students will work with students across grade levels regarding cultural understanding using technology to (write-present) lunch bunch- café presentation- SEL- Morning Meeting (WICOR Strategies)	ENL Teachers Classroom Teachers
1/2023	6/2023	Communicate through TalkingPoints to access the Webster School Newsletter through the SCSD Website	ENL Teachers Classroom Teachers
1/2023	6/2023	ENL students will revisit SMART Goals and rewrite goals to reflect current data	ENL Teachers Classroom Teachers
1/2023	6/2023	Continue to follow the expectations for engaging ELLs in their goals, and meet with them regularly to set, monitor,	ENL Teachers Classroom Teachers

		adjust, and celebrate progress towards reaching SMART goals.	

## Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	33.3% Chronic Absenteeism Rate
Hispanic	44.1% Chronic Absenteeism Rate

## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We do not have clearly defined protocols and regularly scheduled times to analyze and address data around chronic absenteeism to create plans for students who are at risk, proactively monitor and adjust plans for identified students.	All

## Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/2022	10/2022	Use 2021-22 data to target students with previous attendance concerns	Administrators Attendance Team
9/2022	1/2023	Establish/maintain a diverse attendance team with ENL and SWD representatives to include a system for increased communication between classroom teachers and the Attendance Team to ensure teachers are informed of steps being taken by the Attendance Team	Administrators
9/2022	10/2022	Add regularly scheduled grade level Triage meetings into monthly calendar with a protocol to discuss attendance concerns	Administrators Coaches

9/2022	10/2022	Create clear expectations for attendance and a monthly reward system to be shared with students and families (could be included in our Webster monthly newsletter-on our website)	Administrators Attendance Team
9/2022	1/2023	Recognize students and families with 95% attendance, and those with improved attendance, with monthly celebrations that include parties and prizes	Administrators Attendance Team
9/2022	1/2023	Provide families with notepads to explain student absences	

## Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2022.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups.

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	50%	30%
Chronic Absenteeism Rate	Hispanic	TBD	40%

## Action Plan: January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/2023	6/2023	Continue regularly scheduled grade level Triage meetings to address attendance concerns	Attendance Team Social Work
1/2023	6/2023	Maintain recognition of students with 95% attendance, and those with improved attendance, with monthly celebrations that include parties and prizes	Administrators Attendance Team


## Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g., % agree or strongly agree)	2022 Result (e.g., % agree or strongly agree)
Students	1. Do you feel respected by your teacher/other students?	100% positive teachers 75% positive students	100% positive teachers 20% positive students

## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for <b>Survey</b> ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not prioritized consistent reflection and data collection regarding SEL best practices (PAX, Connected and Respected (morning meetings), or restorative circles); this includes professional development opportunities, walkthroughs, and feedback.	ALL
We have not prioritized student voice in terms of their academic or social emotional needs. Relationships and structures are not in place to support courageous conversations.	ALL
A systemic school wide plan of multi-tiered systems of support has not been fully established based on students' needs.	ALL

## Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/2/2022	8/23/2022	Determine and prioritize SEL strategies and identify the Webster staff who will lead professional development for each of the identified strategies.	Administration



8/2/2022	8/23/2022	Determine the training needed and work in collaboration with district and partner resources to plan and facilitate professional development opportunities for staff.	Administration
8/2/2022	8/30/2022	<p>Develop and implement a professional development plan scheduling training and observational feedback cycles for Webster's prioritized social-emotional learning (SEL) strategies:</p> <p>Webster's Multi-Tiered System of Support (MTSS)</p> <p>Tier I Supports</p> <ul style="list-style-type: none"> <li>• Engaging Schools Strategies</li> <li>• Restorative Practices</li> <li>• Culturally Relevant Education</li> <li>• PAX Good Behavior Game</li> <li>• Therapeutic Crisis Interventions for Schools</li> <li>• Trauma Informed Practices</li> </ul> <p>Tier II &amp; III Supports (support staff)</p> <ul style="list-style-type: none"> <li>• SEL Skills groups creation and implementation</li> <li>• Use of Second step to design targeted lessons based on student need</li> </ul> <p>MTSS process</p> <ul style="list-style-type: none"> <li>• data analysis</li> <li>• student action planning</li> <li>• interventions</li> <li>• progress monitoring</li> <li>• MTSS referral process and documentation</li> </ul>	Administration Coaches Social Workers
8/9/2022	8/29/2022	<p>Create a year-long calendar with the following included:</p> <ul style="list-style-type: none"> <li>• Monthly school assemblies to recognize student and staff success</li> <li>• Pacing of Connected and Respected morning meetings</li> <li>• MTSS mtgs- SIT, attendance team, academic team</li> </ul>	Administration Coaches
9/1/2022	9/15/2022	Establish the Webster Student Cabinet- student representatives from grade 3-5	Administration

			Teachers 3-5
9/1/2022	12/15/2022	Meet monthly with the Webster Cabinet. Give voice to their concerns regarding the academic and social emotional well-being of the students of Webster. Hear students' suggestions regarding reasons to celebrate and how it should be done. Student survey questions will drive discussion. Glows and Grows of Webster.	Administration Students
8/10/2022	8/25/2022	Identify and integrate specific actions and define expectations for respect aligning to the "Webster Way."	Administration Coaches Parents
9/1/2022	12/23/2022	Reinforce the "Webster Way" daily on live streamed morning announcements, classroom language, and during the SEL block. Reinforce monthly at Wolf Pack Assemblies.	All Staff All Students
8/15/2022	8/25/2022	Re-establish TCIS strategies to reduce stress and teach coping skills. Create a plan for delivery and update PD calendar to reflect the training.	Administration
9/1/2022	12/23/2022	Provide staff with training and follow-up support on de-escalation and conflict resolution, through TCIS strategies quarterly during PLC. Add additional training sessions if necessary.	Administration Coaches District Support
8/15/2022	8/31/2022	Re-establish the Connected and Respected curriculum (morning meeting) as a school wide expectation.	Administration
9/1/2022	12/23/2022	Consistently address respect, bullying and conflict resolution during morning meeting daily.	Teaching Staff
9/1/2022	12/23/2022	PD events to support planning and implementation of the Connected and Respected curriculum	Administration Coaches
9/1/2022	12/23/2022	Walkthroughs daily to identify supports and/or professional development needed to support the Connected and Respected curriculum	Support Staff
9/1/2022	12/23/2022	Reintroduce restorative practices to re-engage students and continue to build a positive climate at school daily.	All Staff
9/1/2022	12/23/2022	Related Studies team will integrate the "Webster Way" into their curriculum including teaching safe practices/behavior online and respectful and safe behavior within the building	Related Studies

9/1/2022	12/23/2022	Work with McMahon Ryan to provide learning opportunities around safe/appropriate relationships and appropriate online interactions. Add the sessions to the PD Plan.	Social Workers
11/2022	12/23/2022	Create and administer the student mid-year mini survey to collect benchmark data on the selected survey questions.	Administration Coaches
12/2022	1/2023	Analyze the mid-year mini-survey results. Share results with staff and relevant stakeholders. Celebrate targets met. Identify progress towards goals and create additional action steps for Semester 2 to address gaps or areas of need to reach the end-of-year target.	Administration Coaches

## Gauging Success: Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2023 Target
School-created mini-survey for students on selected questions	1. Do you feel respected by your teacher/other students? 80% positive teacher / 60% positive students

## Action Plan: January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/5/2023	1/10/2023	Administer the mid-year student survey, questions used June 2022. Analyze results and determine the progress towards the mid-year target. Adjust the January to June action steps as needed if off-track to meeting the target.	Administration Teachers
1/3/2023	6/19/2023	Continue to model and define expectations for respect aligned to the "Webster Way" daily and reinforced at Wolf Pack Assemblies monthly.	All Staff
1/3/2023	6/19/2023	Provide staff with training and follow-up support on TCIS strategies including de-escalation and conflict resolution, at minimum quarterly during PLC. Increase support if needed based on data.	Administration Coaches

1/3/2023	6/19/2023	Continue to consistently address respect, bullying and conflict resolution during morning meeting daily.	All Staff
1/3/2023	6/19/2023	Continue restorative practices to re-engage students and continue to build a positive climate at school daily.	All Staff
1/3/2023	6/19/2023	Continue working with McMahon Ryan to provide learning opportunities around safe/appropriate relationships and appropriate online interactions.	Social Workers
5/2023	6/2023	Administer the end-of-year survey.	Administration Teachers
6/2023	6/2023	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 action steps for 2023-24 SCEP to address gaps or areas of need in order to reach the end-of-year target.	Administration Teachers

## Learning As A Team

### Directions

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

### Student Interviews

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

Students voiced the desire for an increased opportunity to do the following:

- Have choices
- Celebrate/be rewarded for positive results
- Recess/time to play with friends

Students shared overwhelmingly they felt respected by adults in the building but did not always feel the same of their peers. Students described bullying as an issue both at school and online.

### Equity Self-Reflection

#### Describe how the Equity Self-Reflection informed the team's plan

Webster staff are continuing to look at opportunities for student voices to be heard. Webster is also prioritizing developing relationships modeling the "Webster Way" (positive character traits, appreciate diversity, think critically, be creative, and set and achieve goals).

## Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of their SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA.

### State-Supported Evidence Based Strategy

If “X” is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Instructional Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following goal(s) as follows</b>	ELA, Math, ELP, Chronic Absenteeism

## 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 "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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). A minimum of two parents should be involved in the SCEP process.

Name	Role
Iverna Minor	Principal 2021-2022 (Former)
Dawn Kivlehan	Principal 2022 - 2023
Elizabeth Bielass	Vice Principal
Elisabeth Swenson	Admin. Intern 21-22(Former)
Caitlin Welch	Admin. Intern 22-23
Teresa Main	ELA Coach
Deborah Gilbert	Math Coach
Valerie Gray	Teaching Assistant
Katelyn Cleveland	Teacher
Maria Van Riper	ENL Teacher
Jennifer Horn	Teacher
Hope Goettel	Teacher

## Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection
3. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
4. Determining priorities and goals based on the needs identified
5. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified

## 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	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals
6/15/2022	x				
6/27/2022			x	x	x
6/29/2022			x	x	x
8/9/2022			x	x	x
8/10/2022		x	x	x	x
8/12/2022					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 2022-23 school year. Schools should continually monitor their implementation and adjust their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.