2025-26 School Comprehensive Education Plan (SCEP)

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Webster Elementary	Dawn Kivlehan	PreK- 5	CSI

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

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

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

✓ **Civic Empowerment Project identified: Schoolwide Voting**

SCEP DEVELOPMENT TEAM	
Name	*Title / Role*
1	Dawn Kivlehan	Principal
2	Elizabeth Bielass	Vice Principal
3	Caitlin Welch	Vice Principal
4	Deborah Gilbert	Math Coach
5	Katherine Carroll	ELA Coach
6	Jennifer Horn	Teacher, STA Representative
7	Emily Bajish	Teacher
8	Julia Adler	Teacher
9	Giovanna Welch	Teacher
10	Angela McCray	Teacher
11	Hope Goettel	Teacher
12	Katherine Rivito	Teacher
13	Kemoy Jones	Teacher
14	Kristin Magnarelli	Teacher
15	Amanda Andrews	Teacher
16	Katelyn Cleveland	Teacher
17	Valerie Gray	Teaching Assistant
18	Ashley Luttrell	Parent
19	Gerthy Davis	Parent

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	Webster PD Plan

Table of Contents – Bookmark Links

OVERVIEW PAGE

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

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

School Identified Key Strategies (Maximum of 6)

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

	Commitments		Key Strategies *(Refer to Strategy Companion Guide)*	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	**1**	4) Accountable Talk: Balancing Community, Knowledge, and Rigorous Thinking	E
		2	Tier I or Tier II Intervention Practices	E
2	This school is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.	**3**	2) PLC: Promoting a Collaborative Culture	E
		4	Explicit Instruction for Diverse Learners	N
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	**5**	Promoting Student Voice & Student Leadership	N
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	**6**	Multi-Tiered System of Supports (MTSS)	R

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

Key Strategy 1: 4) Accountable Talk: Balancing Community, Knowledge,	**PD Plan Link:** Webster PD Plan	**School Lead:** Gilbert

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on IFL Accountable Talk rubrics, Webster is performing between Stage 2 and 3 of implementation. Our focus will be stage 2 (Deeping Learning including teacher voice and reflection to facilitate effective lessons that include accountable talk) to ensure consistent time dedicated to collaboratively plan for the integration of accountable talk practices into lessons and instruction.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster walk through data and the needs assessment data indicates the need for balance in all three *Accountable Talk* features: community, knowledge, and rigorous thinking, to ensure every student in the classroom engages in talk that contributes to their learning. Webster will leverage district AT resources, such as the AT Action Tool for the purposes of lesson writing and reflection, guiding the analysis of student work and setting pedagogical goals. Webster will utilize the District Walkthrough indicators to collect data a few times over the course of the year. This is not a new key strategy.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Engage in all Accountable Talk Modules and all Bridge to Practice activities, as identified by SCSD, that support transfer and application of micro session learning - Set personal goals for Bridge to Practice - Participate in the supported planning to embed accountable talk into lessons - Reflect on implementation of the Accountable Talk Implementation Guide rubric - Collect & Review student work showing evidence of the AVID strategy collaboration	9/2/25 Module 3 & Bridge to Practice 10/10/25 Module 4 Bridge to Practice	K. Carroll-4-5 ELA teachers D. Gilbert-K-5 Math Teachers	All teachers, coaches, administration Accountable Talk Implementation Guide	
Collect baseline walkthrough and implementation data and respond to data collected - Schedule calibration walkthroughs with coaches, administration, lead teachers, and district team - Collect walkthrough implementation baseline data - Provide feedback to teachers based on walk through data	9/30/25	K. Carroll D. Gilbert D. Kivlehan E. Bielass C. Welch	District Team All teachers	
Adopt/Modify Accountable Talk Walk through tool and rubric (Section of Webster Walkthrough tool)	8/31/2025	Content Liaisons	SLT committee	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
08/2025-10/2025	Teachers have participated in Bridge to Practice-attendance documentation	Goals and next steps are archived in Office 365	

9/2025-10/2025	Webster Walkthrough Tool and rubric- data. Identifies assets and areas of focus aligned to Accountable Talk	Walkthrough data reflects at least 60% proficiency of teachers' in the Accountable Talk portion of the walkthrough tool.	

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge,	**PD Plan Link:** [Webster PD Plan](#)	**School Lead:** Gilbert

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on IFL Accountable Talk rubrics, Webster is performing between Stage 2 and 3 of implementation. Our focus will be stage 2 (Deeping Learning including teacher voice and reflection to facilitate effective lessons that include accountable talk) to ensure consistent time dedicated to collaboratively plan for the integration of accountable talk practices into lessons and instruction**.**
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster walk through data and the needs assessment data indicates the need for balance in all three *Accountable Talk* features: community, knowledge, and rigorous thinking, to ensure every student in the classroom engages in talk that contributes to their learning. Webster will leverage district AT resources, such as the AT Action Tool for the purposes of lesson writing and reflection, guiding the analysis of student work and setting pedagogical goals. Webster will utilize the District Walkthrough indicators to collect data a few times over the course of the year. This is not a new key strategy.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Engage in all Accountable Talk Modules and all Bridge to Practice activities, as identified by SCSD, that support transfer and application of micro session learning • Reflect on personal goals for Bridge to Practice • Reflect on implementation of the Accountable Talk Implementation Guide rubric • Collect & Review student work showing evidence of the AVID strategy collaboration	12/12/25 Module X TTL Bridge to Practice	K. Carroll-4-5 ELA teachers D. Gilbert-K-5 Math Teachers	All teachers, coaches, administration	🟥
Use walkthrough and implementation data and respond to data collected, • Conduct walkthrough with lead teachers • Identify staff who are proficient in specific Accountable Talk Moves • Provide differentiated feedback/support to teachers based on walk through data	12/5/25 Module X TTLP	K. Carroll D. Gilbert D. Kivlehan E. Bielass C. Welch	All teachers District Team Teachers Lead Teachers Video Cycles – See Budget	🟥

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
12/2025	Teachers have participated in Bridge to Practice goals-archived in Office 365	Goals and next steps are archived in Office 365	
11/2025-12/2025	Accountable Talk Tool and rubric- data. Identifies assets and areas of focus aligned to Accountable Talk	Walkthrough data reflects at least 75% proficiency of teachers' in the Accountable Talk portion of the walkthrough tool.	
12/2025	DIBELS benchmark K-5 Counting and Cardinality K Counting data K-5 NWEA benchmark K-5 Math survey	Progress monitoring indicates a 7% decrease in students in the intensive range from the Fall 2024 data	

| 12/2025 | Learning Walks | Any teacher working towards proficiency will visit those with mastery. Reflections submitted | |

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge,	PD Plan Link: Webster PD Plan	School Lead: Gilbert

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on IFL Accountable Talk rubrics, Webster is performing between Stage 2 and 3 of implementation. Our focus will be stage 2 (Deeping Learning including teacher voice and reflection to facilitate effective lessons that include accountable talk) to ensure consistent time dedicated to collaboratively plan for the integration of accountable talk practices into lessons and instruction.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster walk through data and the needs assessment data indicates the need for balance in all three *Accountable Talk* features: community, knowledge, and rigorous thinking, to ensure every student in the classroom engages in talk that contributes to their learning. Webster will leverage district AT resources, such as the AT Action Tool for the purposes of lesson writing and reflection, guiding the analysis of student work and setting pedagogical goals. Webster will utilize the District Walkthrough indicators to collect data a few times over the course of the year. This is not a new key strategy.

IMPLEMENTATION PLAN (January to March)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Engage in all Accountable Talk Modules and all Bridge to Practice activities, as identified by SCSD, that support transfer and application of micro session learning • Set personal goals for Bridge to Practice • Participate in the supported planning to embed accountable talk into lessons • Reflect on implementation of the Accountable Talk Implementation Guide rubric • Collect & Review student work showing evidence of the AVID strategy collaboration	2/13/26 Module 5 Bridge to Practice	K. Carroll 4-5 ELA teachers D. Gilbert-K-5 Math Teachers	All teachers, coaches, administration	
Use walkthrough and implementation data and respond to data collected, • Conduct walkthrough with lead teachers • Identify staff who are proficient in specific Accountable Talk Moves • Provide differentiated feedback/support to teachers based on walk through data	3/13/26	K. Carroll D. Gilbert D. Kivlehan E. Bielass C. Welch	All teachers District Team Video Cycles – See Budget	

PROGRESS MONITORING (JANUARY-MARCH)				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw**	
2/2026	Teachers have participated in Bridge to Practice goals- archived in Office 365	Goals and next steps are archived in Office 365		
1/2025-3/2026	Accountable Talk Tool and rubric- data. Identifies assets and areas of focus aligned to Accountable Talk	Walkthrough data reflects at least 85% proficiency of teachers' in the Accountable Talk portion of the walkthrough tool.		

1/2025-3/2026	DIBELS benchmark K-5 Counting and Cardinality K Counting data K-5 NWEA benchmark K-5 Math survey	Progress monitoring indicates a 10% decrease in students in the intensive range from the Fall 2024 data	
1/2025-3/2026	Learning Walks	Any teacher working towards proficiency will visit those with mastery. Reflections submitted	

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

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

Key Strategy 1: Accountable Talk: Balancing Community, Knowledge,	**PD Plan Link:**	**School Lead:** Gilbert

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Based on IFL Accountable Talk rubrics, Webster is performing between Stage 2 and 3 of implementation. Our focus will be stage 2 (Deeping Learning including teacher voice and reflection to facilitate effective lessons that include accountable talk) to ensure consistent time dedicated to collaboratively plan for the integration of accountable talk practices into lessons and instruction**.**
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster walk through data and the needs assessment data indicates the need for balance in all three *Accountable Talk* features: community, knowledge, and rigorous thinking, to ensure every student in the classroom engages in talk that contributes to their learning. Webster will leverage district AT resources, such as the AT Action Tool for the purposes of lesson writing and reflection, guiding the analysis of student work and setting pedagogical goals. Webster will utilize the District Walkthrough indicators to collect data a few times over the course of the year. This is not a new key strategy.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Reflect on Accountable Talk Modules and all Bridge to Practice activities, as identified by SCSD, that support transfer and application of micro session learning • Continued planning of embedded accountable talk strategies into lessons • Reflect on implementation of the Accountable Talk Implementation Guide rubric	6/13/26	D. Kivlehan E. Bielass C. Welch K. Carroll 4-5 ELA teachers D. Gilbert K-5 Math Teachers	All teachers, coaches, administration Accountable Talk Implementation Guide	🟥
Use walkthrough and implementation data and respond to data collected, • Continue walkthroughs • Analyze walkthrough data • Continue to provide differentiated feedback/support to teachers based on walk through data	5/29/26	D. Kivlehan E. Bielass C. Welch K. Carroll D. Gilbert District Team SLT	All teachers SLT committee Video Cycles – See Budget	🟥

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/2026-6/2026	Accountable Talk Tool and rubric- data. Identifies assets and areas of focus aligned to Accountable Talk	Walkthrough data reflects at least 85% proficiency of teachers' in the Accountable Talk portion of the walkthrough tool.	
4/2026-6/2026	DIBELS benchmark K-5 Counting and Cardinality K Counting data K-5 NWEA benchmark K-5 Math survey	Progress monitoring indicates a 15% decrease in students in the intensive range from the Fall 2024 data	
4/2026-6/2026	Learning Walks	Any teacher working towards proficiency will visit those with mastery. Reflections submitted	
6/2026	SCEP Template 26-27	Teachers participate in envision activity to assess and identify needs for 26- 27 school year	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Data analysis from the needs assessment suggests that less than a quarter of our students in 3rd-5th grade are proficient in both ELA and math. While math proficiency outperformed the state in terms of growth, we only have 22.8% proficiency. Likewise, in ELA, proficiency is on track with state growth, but only 22.9% proficient. Student survey results also indicated a lack of engagement in ELA humanities instruction.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand on tier I and II strategies as student survey results highlight a need to elevate humanities instruction and engagement. We will expand instruction through planning which focuses on essential standards and common formative assessment, explicit comprehension, fluency focus, and utilization of digital resources.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Adopt the 15 Day lesson plan protocol • Modifying district unit plans to focus on essential standards that connect to Next Generation question types. • Utilize module/unit lesson internalization protocol and TTLP (Thinking Through Lesson Plan Protocol-embed AVID strategies of engagement including Accountable Talk) • Develop common formative assessments • Based on the assessment data, students who need extra support receive Tier 2 interventions, while those who have mastered the standard are provided with enrichment activities. • Embed writing across all units, which include AVID writing strategies • Increase attendance in Math Module Internalization (Gen Ed, Sped Ed)	10/31/25	D. Gilbert K.Carroll Classroom teachers	PLC Process Team Rubric Essential Standard – team meetings – See Budget	
Utilize Flexible Grouping • Implement small group instruction including UFLI and Word Connections • Use Equip to pre-assess each math module • Walk to read and math models • Deliver QR/ER/AIS interventions • Early screening for kindergarten • Monitor digital content	10/31/25	D. Gilbert K. Carroll Teachers Interventionist	Reading League Conference- see budget Instructional Materials- See Budget	
Elevate engagement of Humanities/Social Studies/Science • Align fieldtrips • Implement use of E-binders in 4th-5th (AVID) • Implement assistive technology • Grade level end-of-unit task • Co-plan library media studies, art, and music curriculum into instruction (hook and culminating activity/event)	10/31/25	D. Gilbert K. Carroll Content Liaisons Teachers	AVID organization strategies Class notebook Field Trips and Humanities Enrichment- See Budget	

Build comprehension and fluency across curriculum • Small group plans explicitly teach strategies that address answering questions verbally and in written form. • Utilize companion text for all small group instruction • Explicitly teach word problem types and fluency strategies	10/31/25	D. Gilbert K. Carroll Teachers	UFLI Foundations Decodable Text Guide - Google Sheets Word Problem Types (Add & Subtract)	

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
9/2025	Triangulation of June '25, Fall '25 and formative assessment to ensure proper placement of students for small group instruction.	Data driven student groupings to address instructional level skills.	
9/2025-10/2025	Digital content and set goals for usage/levels.	Students have personalized goals set and monitored on individual tracker (AVID strategy)	
8/2025-10/2025	Grade level folders are established on O365. Folders capture evidence of 15-day lesson planning.	Unit plans are archived. Supplementary resources are linked.	
9/2025-10/2025	DIBELS benchmark K-5 Counting and Cardinality K Counting data K-5 NWEA benchmark K-5 Math survey	Progress monitoring indicates a 10% decrease in students in the intensive range from the Fall 2024 data	
9/2025-10/2025	Common formative assessments created within the 15 day protocol	80 % of students will show mastery on essential standards taught once Tier 2 interventions are completed following the initial formative assessment	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	**PD Plan Link:** Webster PD Plan	**School Lead:** Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Data analysis from the needs assessment suggests that less than a quarter of our students in 3rd-5th grade are proficient in both ELA and math. While math proficiency outperformed the state in terms of growth, we only have 22.8% proficiency. Likewise, in ELA, proficiency is on track with state growth, but only 22.9% proficient. Student survey results also indicated a lack of engagement in ELA humanities instruction.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.

Webster will expand on tier I and II strategies as student survey results highlight a need to elevate humanities instruction and engagement. We will expand instruction through planning which focuses on essential standards and common formative assessment, explicit comprehension, fluency focus, and utilization of digital resources.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Utilize the 15 Day protocol • Modifying district Unit plan to focus on essential standards that connect to Next Generation question types. • Utilize lesson internalization protocol and TTLP (Thinking Through Lesson Plan) • Develop common formative assessments • Based on the assessment data, students who need extra support receive Tier 2 interventions, while those who have mastered the standard are provided with enrichment activities. • Embed writing across all units • Increase attendance in Module Internalization (Gen Ed, Sped Ed)	12/19/25	D. Gilbert K.Carroll Classroom teachers	Team meetings, co-planning time, PLC Thinking through a lesson Protocol Essential Standard – team meetings – See Budget	
Revise Flexible Grouping • Small group instruction including UFLI and Word Connections • Use Equip to pre-assess each math module • Walk to read and math models • QR/ER/AIS • Monitoring digital content	12/19/25	D. Gilbert K. Carroll Teachers Interventionist	ELA Initiatives Instructional Materials-See Budget	
Increase engagement of Humanities/Social Studies/Science • Align fieldtrips • Continued use of E-binders in 4th-5th (AVID) • Implement assistive technology • Grade level end-of-unit task • Integration of library media studies, art, and music curriculum into instruction (hook and culminating activity/event)	12/19/25	D. Gilbert K. Carroll Content Liaisons Teachers	AVID conference – see budget Field Trips and Humanities Enrichment- See Budget	
Expand comprehension and fluency across curriculum • Small group plans explicitly teach strategies that address answering questions verbally and in written form. • Companion text for all small group instruction • Grade levels will explicitly teach word problem types and fluency strategies	12/19/25	D. Gilbert K. Carroll Teachers	UFLI Foundations Decodable Text Guide - Google Sheets Word Problem Types (Add & Subtract)	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/2025-12/2025	District Assessments for ELA and Math	75% of students meet individual growth goals	
11/2025-12/2025	End-of-unit assessments	50% of student work demonstrates understanding of content and essential standards.	

Academic Commitment 1 – Strategy 2   November - December

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11/2025-12/2025	Grade level folders are updated weekly in O365. Folders capture evidence of 15-day lesson planning.	Unit plans are archived. Supplementary resources are linked.	
11/2025-12/2025	Common formative assessments created within the 15 day protocol	80 % of students will show mastery on essential standards taught once Tier 2 interventions are completed following the initial formative assessment	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Data analysis from the needs assessment suggests that less than a quarter of our students in 3rd-5th grade are proficient in both ELA and math. While math proficiency outperformed the state in terms of growth, we only have 22.8% proficiency. Likewise, in ELA, proficiency is on track with state growth, but only 22.9% proficient. Student survey results also indicated a lack of engagement in ELA humanities instruction.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand on tier I and II strategies as student survey results highlight a need to elevate humanities instruction and engagement. We will expand instruction through planning which focuses on essential standards and common formative assessment, explicit comprehension, fluency focus, and utilization of digital resources.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Adhere to the 15 Day protocol • Modifying district Unit plan to focus on essential standards that connect to Next Generation question types. • Utilize lesson internalization protocol and TTLP (Thinking Through Lesson Plan) • Develop common formative assessments • Based on the assessment data, students who need extra support receive Tier 2 interventions, while those who have mastered the standard are provided with enrichment activities. • Embed writing across all units • Increase attendance in Module Internalization (Gen Ed, Sped Ed)	03/31/26	D. Gilbert K.Carroll Classroom teachers	Essential Standard – team meetings – See Budget	
Adjust and Monitor Flexible Grouping • Small group instruction including UFLI and Word Connections • Use Equip to pre-assess each math module • Walk to read and math models • QR/ER/AIS • Monitoring digital content	1/31/26 3/31/26	D. Gilbert K. Carroll Teachers Interventionist	Instructional Materials- See Budget	
Intensify engagement of Humanities/Social Studies/Science • Align fieldtrips • Continued use of E-binders in 4th-5th (AVID) • Introduction of E-binders in 3rd grade • Implement assistive technology • Grade level end-of-unit task • Integration of library media studies, art, and music curriculum into instruction (hook and culminating activity/event)	3/31/26	D. Gilbert K. Carroll Content Liaisons Teachers	Field Trips and Humanities Enrichment- See Budget	
Increase comprehension and fluency across curriculum	3/31/26	D. Gilbert K. Carroll Teachers	UFLI Foundations Decodable Text Guide - Google Sheets	

			Word Problem Types (Add & Subtract)	
• Small group plans explicitly teach strategies that address answering questions verbally and in written form. • Companion text for all small group instruction • Grade levels will explicitly teach word problem types and fluency strategies				

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/2026-3/2026	District Assessments for ELA and Math	75% of students meet individual growth goals	
1/2026-3/2026	End-of-unit assessments	60% of student work demonstrates understanding of content and essential standards.	
1/2026-3/2026	Grade level folders are updated weekly in O365. Folders capture evidence of 15-day lesson planning.	Unit plans are archived. Supplementary resources are linked.	
1/2026-3/2026	Common formative assessments created within the 15 day protocol	80 % of students will show mastery on essential standards taught once Tier 2 interventions are completed following the initial formative assessment	

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

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

Key Strategy 2: Tier I or Tier II Intervention Practices	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.* Data analysis from the needs assessment suggests that less than a quarter of our students in 3rd-5th grade are proficient in both ELA and math. While math proficiency outperformed the state in terms of growth, we only have 22.8% proficiency. Likewise, in ELA, proficiency is on track with state growth, but only 22.9% proficient. Student survey results also indicated a lack of engagement in ELA humanities instruction.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy. Webster will expand on tier I and II strategies as student survey results highlight a need to elevate humanities instruction and engagement. We will expand instruction through planning which focuses on essential standards and common formative assessment, explicit comprehension, fluency focus, and utilization of digital resources.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Follow the 15 Day protocol • Modifying district Unit plan to focus on essential standards that connect to Next Generation question types. • Utilize lesson internalization protocol and TTLP (Thinking Through Lesson Plan) • Develop common formative assessments • Based on the assessment data, students who need extra support receive Tier 2 interventions, while those who have mastered the standard are provided with enrichment activities. • Embed writing across all units • Increase attendance in Module Internalization (Gen Ed, Sped Ed)	6/19/26	D. Gilbert K. Carroll Classroom teachers	Essential Standard – team meetings – See Budget	
Refine and Apply Flexible Grouping • Small group instruction including UFLI and Word Connections • Use Equip to pre-assess each math module • Walk to read and math models • QR/ER/AIS • Early screening for K • Monitoring digital content	5/30/26	D. Gilbert K. Carroll Teachers Interventionist	Instructional Materials- See Budget	
Enhance engagement of Humanities/Social Studies/Science • Align fieldtrips • Implement use of E-binders in 4th-5th (AVID) • Implement assistive technology • Grade level end-of-unit task • Integration of library media studies, art, and music curriculum into instruction (hook and culminating activity/event)	6/19/26	D. Gilbert K. Carroll Content Liaisons Teachers	Field Trips and Humanities Enrichment- See Budget	
Broaden comprehension and fluency across curriculum	6/19/26	D. Gilbert K. Carroll Teachers	UFLI Foundations Decodable Text Guide - Google Sheets	P

				Word Problem Types (Add & Subtract)	
• Small group plans explicitly teach strategies that address answering questions verbally and in written form. • Companion text for all small group instruction • Grade levels will explicitly teach word problem types and fluency strategies					

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/2026-6/2026	District Assessments for ELA and Math	80% of students meet individual growth goals	
4/2026-6/2026	End-of-unit assessments	70% of student work demonstrates understanding of content and essential standards.	
4/2026-6/2026	Grade level folders are updated weekly in O365. Folders capture evidence of 15-day lesson planning.	Unit plans are archived. Supplementary resources are linked.	
4/2026-6/2026	Common formative assessments created within the 15 day protocol	80 % of students will show mastery on essential standards taught once Tier 2 interventions are completed following the initial formative assessment	

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

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	PD Plan Link: Webster PD Plan	School Lead: Carroll

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout the needs assessment process and school data (NYS, DIBELS, NWEA, math surveys, etc.), we concluded our students were not effectively mastering essential standards. We determined strengthening PLC will improve student outcomes through collective responsibility for student learning ensuring all students have access to high quality instruction. Students will experience a cohesive approach, focused on essential standards, leading to improved learning outcomes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand our work with PLCs by increasing our engagement in ongoing cycles of inquiry based on the 4 Critical Questions, although this not a new key strategy.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Design Teacher Led Collaborative Learning Experiences • Create Lead Teacher Job Description • Create Content Liaison Webster specific duties and expectations • Build capacity for teacher led facilitation of PLC sessions and collaborative PD • Share vertical alignment and content strategies between grade levels	08/29/25	D. Kivlehan D. Gilbert K. Carroll	August PD for Lead Teachers Extension of service PD Solution Tree Consultant support- J. Deinhart	
Create PLC 's of work • Master Schedule includes dedicated, protected collaboration time for all instructional teams • Cycles of inquiry using the 4 PLC questions • Capture evidence of calendar, pacing guides, unit planning, and assessment • Utilize Thinking Through Lesson Protocol • Costa's Levels of Questioning	10/31/25	D. Kivlehan D. Gilbert K. Carroll C. Welch	Scheduling Committee Solution Tree Consultant Solution Tree Conference, Syracuse – See Budget	
Establish annual SMART Goals (AVID) aligned to student outcomes • Schedule progress monitoring dates • Analyze student work and student data	10/31/25	D. Gilbert K. Carroll	Progress monitoring schedules PLC Cycles	
Align walkthroughs and peer observations to work done in PLCs • Schedule peer observations and reflection dates • Develop Webster specific walkthrough tools • Schedule weekly walkthroughs to monitor PLC work in the classroom • Identify trends using walkthrough data to inform PLC and PD opportunities	10/31/25	D.Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough schedules PLC Cycles	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	ELA Coach K. Carroll	PLC DIBELS probes	

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

Academic Commitment 2 – Strategy 3   **August – October**

8/1/25-9/1/25	Lead teachers and content liaisons identified with defined role	Staff in positions, trained by PLC consultant, and leading PLC including team meetings	
8/15/25	Master Schedule completion	Schedule conducive to collaboration and integration of ENL and all Special Education supports	
8/1/25 – 8/21/25	Webster Walkthrough Tool developed and aligned to the SCEP	Walkthrough tool is representative of SCEP key strategies and AVID Look Fors	
10/15/25	Phoneme Segmentation Fluency (PSF)	80% of kindergarteners will achieve benchmark goals	

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

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	PD Plan Link: Webster PD Plan	School Lead: Carroll

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout the needs assessment process and school data (NYS, DIBELS, NWEA, math surveys, etc.), we concluded our students were not effectively mastering essential standards. We determined strengthening PLC will improve student outcomes through collective responsibility for student learning ensuring all students have access to high quality instruction. Students will experience a cohesive approach, focused on essential standards, leading to improved learning outcomes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand our work with PLCs by increasing our engagement in ongoing cycles of inquiry based on the 4 Critical Questions, although this not a new key strategy.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Design Teacher Led Collaborative Learning Experiences • Create Lead Teacher Job Description • Create Content Liaison Webster specific duties and expectations • Build capacity for teacher led facilitation of PLC sessions and collaborative PD • Share vertical alignment and content strategies between grade levels	12/19/25	D. Kivlehan D. Gilbert K. Carroll	August PD for Lead Teachers Extension of service PD Solution Tree Consultant support- J. Deinhart	
Create PLCs of work • Cycles of inquiry using the 4 PLC questions • Capture evidence of calendar, pacing guides, unit planning, and assessment • Utilize Thinking Through Lesson Protocol • Costa's Levels of Questioning	12/19/25	D. Kivlehan D. Gilbert K. Carroll C. Welch	Scheduling Committee Solution Tree Consultant Solution Tree Conference, Syracuse – See Budget	
Establish annual SMART Goals (AVID) aligned to student outcomes. • Schedule progress monitoring dates • Analyze student work and student data.	12/19/25	D. Gilbert K. Carroll	Progress monitoring schedules PLC Cycles	
Align walkthroughs and peer observations to work done in PLCs. • Schedule peer observations and reflection dates • Develop Webster specific walkthrough tools. • Schedule weekly walkthroughs to monitor PLC work in the classroom. • Identify trends using walkthrough data to inform PLC and PD opportunities	12/19/25	D.Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough schedules PLC Cycles	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	ELA Coach K. Carroll	PLC DIBELS probes	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

12/1/25-12/15/25	NWEA results for Math and ELA	Every grade level would be above 50% growth in NWEA in both ELA and Math	
11/1/25-12/31/25	Bi-monthly DIBELs data	50% students in K-5 will score benchmark on predominate measures.	
11/1/25-12/15/25	PSF (Kindergarten progress monitoring)	80% achievement benchmark goal	
11/1/25-12/31/25	Progress monitor Core Set Fluency every 10 days	50% students in K-5 will level up at least one quartile	
11/1/25-12/31/25	Walkthrough result alignment	50% of lessons are aligned to PLC sessions and the 15 Day Protocol work	

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

Academic Commitment 2 – Strategy 3   **November - December**

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	PD Plan Link: Webster PD Plan	School Lead: Carroll

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout the needs assessment process and school data (NYS, DIBELS, NWEA, math surveys, etc.), we concluded our students were not effectively mastering essential standards. We determined strengthening PLC will improve student outcomes through collective responsibility for student learning ensuring all students have access to high quality instruction. Students will experience a cohesive approach, focused on essential standards, leading to improved learning outcomes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand our work with PLCs by increasing our engagement in ongoing cycles of inquiry based on the 4 Critical Questions, although this not a new key strategy.

IMPLEMENTATION PLAN (JANUARY – MARCH)

Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Design Teacher Led Collaborative Learning Experiences • Create Lead Teacher Job Description • Create Content Liaison Webster specific duties and expectations. • Build capacity for teacher led facilitation of PLC sessions and collaborative PD. • Share vertical alignment and content strategies between grade levels	03/31/26	D. Kivlehan D. Gilbert K. Carroll	August PD for Lead Teachers Extension of service PD Solution Tree Consultant support- J. Deinhart	
Create PLCs of work • Maintain cycles of inquiry using the 4 PLC questions • Capture evidence of calendar, pacing guides, unit planning, and assessment • Utilize Thinking Through Lesson Protocol • Costa's Levels of Questioning	03/31/26	D. Kivlehan D. Gilbert K. Carroll C. Welch	Scheduling Committee Solution Tree Consultant- J. Deinhart Solution Tree Conference, Syracuse – See Budget	
Establish annual SMART Goals (AVID) aligned to student outcomes. • Schedule progress monitoring dates • Analyze student work and student data.	03/31/26	D. Gilbert K. Carroll	Progress monitoring schedules PLC Cycles	
Align walkthroughs and peer observations to work done in PLCs. • Schedule peer observations and reflection dates • Develop Webster specific walkthrough tools. • Schedule weekly walkthroughs to monitor PLC work in the classroom. • Identify trends using walkthrough data to inform PLC and PD opportunities	03/31/26	D.Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough schedules PLC Cycles	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	ELA Coach K.Carroll	PLC DIBELS probes	

PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data

Date	Progress Indicators	What do we hope to see?	What we actually saw:

Academic Commitment 2 – Strategy 3   **January - March**

1/11/26-3/31/26	NWEA results for Math and ELA	Every grade level would be above 50% growth in NWEA in both ELA and Math	
1/11/26-3/31/26	Bi-monthly DIBELs data	60% students in K-5 will score benchmark on predominate measures.	
1/11/26-3/31/26	Nonsense word fluency: NWF (CLS & WRC- Kindergarten progress monitoring)	80% achieve benchmark goal	
1/11/26-3/31/26	Progress monitor Core Set Fluency every 10 days	50% students in K-5 will level up at least one quartile	
1/11/26-3/31/26	Walkthrough result alignment	65% of lessons are aligned to PLC sessions and the 15 Day Protocol work	

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

Academic Commitment 2 – Strategy 3   **January - March**

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

Key Strategy 3: PLC: Promoting a Collaborative Culture	PD Plan Link: Webster PD Plan	School Lead: Carroll

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Throughout the needs assessment process and school data (NYS, DIBELS, NWEA, math surveys, etc.), we concluded our students were not effectively mastering essential standards. We determined strengthening PLC will improve student outcomes through collective responsibility for student learning ensuring all students have access to high quality instruction. Students will experience a cohesive approach, focused on essential standards, leading to improved learning outcomes.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will expand our work with PLCs by increasing our engagement in ongoing cycles of inquiry based on the 4 Critical Questions, although this not a new key strategy.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Design Teacher Led Collaborative Learning Experiences • Create Lead Teacher Job Description • Create Content Liaison Webster specific duties and expectations. • Build capacity for teacher led facilitation of PLC sessions and collaborative PD. • Share vertical alignment and content strategies between grade levels	06/25/26	D. Kivlehan D. Gilbert K. Carroll	August PD for Lead Teachers Extension of service PD Solution Tree Consultant support- J. Deinhart	
Create PLCs of work • Master Schedule includes dedicated, protected collaboration time for all instructional teams. • Cycles of inquiry using the 4 PLC questions • Capture evidence of calendar, pacing guides, unit planning, and assessment • Utilize Thinking Through Lesson Protocol • Costa's Levels of Questioning	06/25/26	D. Kivlehan D. Gilbert K. Carroll C. Welch	Scheduling Committee Solution Tree Consultant - J. Deinhart Solution Tree Conference, Syracuse – See Budget	
Establish annual SMART Goals (AVID) aligned to student outcomes. • Schedule progress monitoring dates • Analyze student work and student data.	06/25/26	D. Gilbert K. Carroll	Progress monitoring schedules PLC Cycles	
Align walkthroughs and peer observations to work done in PLCs. • Schedule peer observations and reflection dates • Develop Webster specific walkthrough tools. • Schedule weekly walkthroughs to monitor PLC work in the classroom. • Identify trends using walkthrough data to inform PLC and PD opportunities	06/25/26	D. Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough schedules PLC Cycles	
Execute Kindergarten DIBELS progress monitoring and PLC data analysis.	Monthly	ELA Coach K. Carroll	PLC DIBELS probes	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

6/2026	NWEA Results	10 % increase in proficiency 10% decrease in intensive Based on June 25 and June 26 data	
4/1/26- 6/20/26	Bi-monthly DIBELs data	60% students in K-5 will score benchmark on predominate measures.	
4/1/26- 6/25/26	Nonsense Word Fluency: NWF (CLS & WRC- Kindergarten Progress monitoring)	80% achieve benchmark goal	
4/1/26- 6/20/26	Progress monitor Core Set Fluency	30% students will demonstrate proficiency on all Core Set fluencies	
6/2026	SCEP Template 26-27	Teachers participate in envision activity to assess and identify needs for 26- 27 school year	
4/1/26- 6/25/26	Walkthrough result alignment	75% of lessons are aligned to PLC sessions and the 15 Day Protocol work	,

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

Academic Commitment 2 – Strategy 3   **April - June**

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

Key Strategy 4: Explicit Instruction for Diverse Learners	PD Plan Link: Webster PD	School Lead: Welch

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
In the 2024-2025 school year the following are true of Webster students:
• 22.8% Students with IEPs
• 2.6% of students with 504s (14/16 with ADHD)
• 22% of students with ENL
• 4.1% of students, without IEPs or 504s, with additional mental health or neurodivergent needs that impact learning.
51.5% of students fall within one of these categories
Given this information, Webster has identified a need to monitor Tier 3: Intensive, individualized interventions for students with significant needs are in place and done with fidelity. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities. This focus on explicit instruction and best practices will benefit all learners.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify KLASS (all students with IEP's/ENL/504's) structures and protocols. • Create individual visual supports and master schedules. • Provide ongoing training specific to visual schedules. • Calendarize events to engage families in collaboration. • Develop inclusive opportunities for students through collaborative conversations among self-contained teachers, CT/gen. ed teachers, related studies, and teaching assistants.	Master Schedules – 9/3/25 Visual Supports – 10/31/25 Training – 9/30/25 & 10/31/25 Calendarize Events – 10/3/25 Collaborative Conversations – 9/3/25	Master Schedules – C. Welch Visual Schedules – C. Welch Training – K. Buck, P. Zumbo, C. Ponto Calendarize Events – C. Welch Collaborative Conversations – Grade Level Administrators	SPE Department Professional Development – visual schedules Family Engagement Plan Related Service Lead Position KLASS training, NC- See budget	
Plan collaborative co-teaching in ENL and CT classrooms • Professional development of models of co-teaching and time to develop co-teaching responsibilities including planning • Plan, trial, and reflect on collaborative, integrated delivery of instruction, management, and routines. • Development and use of visuals or shared systems and procedures for transitions and routines • Ensure planning for vertical teaming of IEP and IEP goals across grade levels that are academically rigorous and attainable. (AVID)	Co-Teaching PD – 8/27/25 Collaboration – 10/31/25 (Team Meetings) Transitions – 9/15/25 Vertical Teaming – 10/31/25 (Monthly)	Co-Teaching PD – C. Welch Collaboration – Grade Level Administrators Transitions – C. Welch Vertical Teaming – C. Welch	PD – Models of co-teaching Padlet, Team Meeting agendas Rubric	

• Create a Co-teaching section of the Webster Walkthrough Tool			
Support students with 504s, ADHD, mental health, and behavioral needs. • Professional development specific to engagement strategies for students with impulsivity/hyperactivity/trauma response • Provide an overview and refresher of TCIS practices in place. • Develop, modify, and implement with collaboration from previous teacher positive reinforcement charts, incentives. • Collaborate with related studies teachers to implement reinforcement charts across settings. • Review restorative practices to preserve the learning environment and provide equitable access for all. • Present PBIS restructured plan with individualized students goals to all staff	Professional Development – 10/31/25 (Unit 1 PD) TCIS Overview – 8/27/25 Transition Meetings – 8/28/25 Related Studies – 9/22/25 Restorative Practices – 10/3/25 PBIS – 9/3/25	Professional Development – SCSD Impact Coaches TCIS Overview – SCSD TCIS Trainers Transition Meetings – C. Welch Restorative Practices/PBIS – Equity and School Climate Committee	PD - engagement strategies specific to ADHD, trauma, etc. Inchy's Book Vending Machine™ - PBIS Ongoing Incentive

PROGRESS MONITORING (AUGUST – OCTOBER) *Implementation/Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
09/02/25 - 10/31/25	IEP Goals and BIP data	Progress towards achievement and increase in replacement behaviors – gather baseline data	
09/02/25 - 10/31/25	National Geographic Pretest	ENL progress monitoring baseline data	
09/02/25 - 10/31/25	SSC Data	Gather baseline data and create/modify individual student behavior plans	

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

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

Key Strategy 4: Explicit Instruction for Diverse Learners	PD Plan Link: Webster PD Plan	School Lead: Welch

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
In the 2024-2025 school year the following are true of Webster students:
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If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Implement KLASS (all students with IEP's/ENL/504's) structures and protocols. • Monitor and revise individual visual supports and master schedules, as needed. • Professional development and collaborative opportunity • Engage families in collaboration and events as per the calendar developed in first benchmark. • Progress monitoring and adjustment based on tier III instruction. • Monitor and revise inclusive opportunities for students through collaborative conversations among self-contained teachers, CT/gen. ed teachers, related studies, and teaching assistants	Visual supports - 12/19/25 Professional Development - 12/19/25 Family Engagement - Include based on calendarized dates from first benchmark Collaborative Conversations - 12/19/25	Master Schedules – C. Welch Visual Schedules – C. Welch Training – K. Buck, P. Zumbo, C. Ponto Calendarize Events – C. Welch Collaborative Conversations – Grade Level Administrators	SPE Department Professional Development Open House Kindergarten/ KLASS Orientation Family Engagement Plan Team Agendas during triage KLASS training, NC- See budget	
Implement collaborative co-teaching in ENL and CT classrooms • Professional development of models of co-teaching and time to develop co-teaching responsibilities including planning • Plan, trial, and reflect on collaborative, integrated delivery of instruction, management, and routines. • Development and use of visuals or shared systems and procedures for transitions and routines	Co-Teaching PD – 12/19/25 Collaboration – 12/19/25 (Team Meetings) Transitions – 12/19/25	Co-Teaching PD – C. Welch Collaboration – Grade Level Administrators Transitions – C. Welch Vertical Teaming – C. Welch	PD Mtg Agenda	
Support students with 504s, ADHD, mental health, and behavioral needs.	Professional Development –	Professional Development	PD Agenda	

• Professional development specific to engagement strategies for students with impulsivity/hyperactivity/trauma response (Unit 1) • Provide an overview and refresher of TCIS practices in place. • Collaborate with related studies teachers to implement reinforcement charts across settings. • Restorative practices • PBIS restructuring with individualized students goals	12/19/25 (Unit 1 PD) TCIS Overview – 12/19/25 Restorative Practices – 12/19/25 PBIS – 12/19/25	– SCSD Impact Coaches TCIS Overview – SCSD TCIS Trainers Restorative Practices/PBIS – Equity and School Climate Committee		

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/1/25-12/19/25	IEP Goals and BIP data	95% of students working towards IEP goals 95% of students will increase in replacement behavior and decrease in targeted behavior as per BIP	
11/1/25-12/19/25	SSC Data	No more than a 5% reoccurrence in SSC visits for those students without individual plans	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
 Explicit Instruction for Diverse Learners

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

Key Strategy 4: Explicit Instruction for Diverse Learners	PD Plan Link: Webster PD Plan	School Lead: Welch

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

In the 2024-2025 school year the following are true of Webster students:
- 22.8% Students with IEPs
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- 4.1% of students, without IEPs or 504s, with additional mental health or neurodivergent needs that impact learning.

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Given this information, Webster has identified a need to monitor Tier 3**:** Intensive, individualized interventions for students with significant needs are in place and done with fidelity. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities. This focus on explicit instruction and best practices will benefit all learners.

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

Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Monitor KLASS (all students with IEP's/ENL/504's) structures and protocols. • Adjust individual visual supports, as needed. • Professional development and collaborative opportunity • Engage families in collaboration and events as per the calendar developed in first benchmark. • Progress monitoring and adjustment based on tier III instruction. • Monitor and revise inclusive opportunities for students through collaborative conversations among self-contained teachers, CT/gen. ed teachers, related studies, and teaching assistants	Visual supports – 3/27/26 Professional Development – 3/27/26 Family Engagement - Include based on calendarized dates from first benchmark Collaborative Conversations – 3/27/26	Master Schedules – C. Welch Visual Schedules – C. Welch Training – K. Buck, P. Zumbo, C. Ponto Calendarize Events – C. Welch Collaborative Conversations – Grade Level Administrators	PD Budget KLASS training, NC- See budget	
Monitor collaborative co-teaching in ENL and CT classrooms • Professional development of models of co-teaching and time to develop co-teaching responsibilities including planning • Plan, trial, and reflect on collaborative, integrated delivery of instruction, management, and routines. • Development and use of visuals or shared systems and procedures for transitions and routines	Co-Teaching PD – 3/27/26 Collaboration – 3/27/26 (Team Meetings) Transitions – 3/27/26	Co-Teaching PD – C. Welch Collaboration – Grade Level Administrators Transitions – C. Welch Vertical Teaming – C. Welch	PD – co-teaching PLC Time	
Support students with 504s, ADHD, mental health, and behavioral needs.	Professional Development –	Professional Development	PLC Time PD – Engagement Strategies	

• Professional development specific to engagement strategies for students with impulsivity/hyperactivity/trauma response (Unit 1) • Provide an overview and refresher of TCIS practices in place. • Collaborate with related studies teachers to implement reinforcement charts across settings. • Restorative practices • PBIS restructuring with individualized students goals	3/27/26 (Unit 1 PD) TCIS Overview – 3/27/26 Restorative Practices – 3/27/26 PBIS – 3/27/26	– SCSD Impact Coaches TCIS Overview – SCSD TCIS Trainers Restorative Practices/PBIS – Equity and School Climate Committee	TCIS training	

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/11/26-3/31/26	IEP Goals and BIP data	95% of students working towards IEP goals 95% of students will increase in replacement behavior and decrease in targeted behavior as per BIP	
1/11/26-3/31/26	National Geographic Assessment	75% of students meet their target growth goal	
1/11/26-3/31/26	SSC Data	No more than a 5% reoccurrence in SSC visits for those students without individual plans	

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

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

Key Strategy 4: Explicit Instruction for Diverse Learners	PD Plan Link: Webster PD	School Lead: Welch

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
In the 2024-2025 school year the following are true of Webster students:
- 22.8% Students with IEPs
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- 22% of students with ENL
- 4.1% of students, without IEPs or 504s, with additional mental health or neurodivergent needs that impact learning.

51.5% of students fall within one of these categories
Given this information, Webster has identified a need to monitor Tier 3**:** Intensive, individualized interventions for students with significant needs are in place and done with fidelity. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities. This focus on explicit instruction and best practices will benefit all learners.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Discuss and beginning planning processes about co-planning with incoming co-teacher.	6/26/26	D. Kivlehan E. Bielass C. Welch K. Carroll D. Gilbert		
Reflect on KLASS (all students with IEP's/ENL/504's) structures and protocols. • Monitor and revise individual visual supports and master schedules, as needed. • Professional development and collaborative opportunity • Engage families in collaboration and events as per the calendar developed in first benchmark. • Progress monitoring and adjustment based on tier III instruction. • Monitor and revise inclusive opportunities for students through collaborative conversations among self-contained teachers, CT/gen. ed teachers, related studies, and teaching assistants	Visual supports – 6/26/26 Professional Development – 6/26/26 Family Engagement - Include based on calendarized dates from first benchmark Collaborative Conversations -6/26/26	Master Schedules – C. Welch Visual Schedules – C. Welch Training – K. Buck, P. Zumbo, C. Ponto Calendarize Events – C. Welch Collaborative Conversations – Grade Level Administrators	Ongoing PD KLASS training, NC- See budget	
Reflect on collaborative co-teaching in ENL and CT classrooms • Professional development of models of co-teaching and time to develop co-teaching responsibilities including planning • Plan, trial, and reflect on collaborative, integrated delivery of instruction, management, and routines.	Co-Teaching PD – 6/26/26 Collaboration – 6/26/26 (Team Meetings) Transitions – 6/26/26	Co-Teaching PD – C. Welch Collaboration – Grade Level Administrators Transitions – C. Welch Vertical Teaming – C. Welch	PD- models of co-teaching	

• Development and use of visuals or shared systems and procedures for transitions and routines				
Support students with 504s, ADHD, mental health, and behavioral needs. • Professional development specific to engagement strategies for students with impulsivity/hyperactivity/trauma response (Unit 1) • Provide an overview and refresher of TCIS practices in place. • Develop, modify, and implement with collaboration from previous teacher positive reinforcement charts, incentives. • Collaborate with related studies teachers to implement reinforcement charts across settings. • Restorative practices • PBIS restructuring with individualized students goals	Professional Development – 6/26/26 Unit 1 PD) TCIS Overview – 6/26/26 Restorative Practices – 6/26/26 PBIS – 6/26/26	Professional Development – SCSD Impact Coaches TCIS Overview – SCSD TCIS Trainers Restorative Practices/PBIS – Equity and School Climate Committee	PD – specific to engagement strategies	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
4/1/26-6/25/26	IEP Goals and BIP data	95% of students working towards IEP goals 95% of students will increase in replacement behavior and decrease in targeted behavior as per BIP	
4/1/26-6/25/26	SSC Data	No more than a 5% reoccurrence in SSC visits for those students without individual plans behavior plans	
6/2026	SCEP Template 26-27	Teachers participate in envision activity to assess and identify needs	

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

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

Key Strategy 5: Promoting Student Voice & Student Leadership	PD Plan Link: Webster PD Plan	School Lead: E. Bielass

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
- Based on the Panorama student survey, 55% of Webster students report favorable results in the decision-making processes. This key strategy will support students' sense of belonging and connection to their school community.
- Based on the Panorama staff survey, 19% of Webster staff report favorable results to the question of "how well do the students follow directions in your school". Student ownership of PBIS matrix will support student buy-in and compliance of rules, norms, and expectations at Webster school.
- This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
- Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Build Capacity of Student Council • Develop systems and structures for student council, to include meetings and responsibilities • Creation of PBIS matrix by student council • Plan and implement student led behavioral expectation assemblies for staff and students. • Develop systems and structures of "Matrix Monday" for morning announcements • Develop systems and structures for the student suggestion box (system for suggestions – Including possible talking stems) • Calendarize spirit weeks • Introduce student council at Wolfpack and create bulletin board to introduce members and explain purpose	Systems and structures – 8/26/25 Creation of PBIS matrix – 8/26/25 Student led behavior expectations – 9/19/25 Spirit weeks – 9/30/25	E. Bielass L. Trainham A. Andrews K. Monica	Time allocated in the school day for student council to meet – 1.5 hours/month Subs to cover classroom teachers for meetings PD – PBIS Through an Equity Lens (DEB Department) PBIS Matrix 25-26 Student Council – See budget	
Develop Student Equity Committee • Determine members of student equity committee • Develop systems and structures to include meetings, responsibilities, and participants. • Train students about their responsibilities and expectations as ambassadors • Plan and create celebrations of diversity within the student body (Eid, Black History month, Autism Awareness month, etc.)	Members – 10/3/25 Systems and structures – 10/3/25 Train students – 10/3/25	K. Cleveland M. Blatner M. Clark V. Byrnes M. Van Riper K. Monica J. Wright K. Vargas	DEB Department ENL Department Nationality Workers to support with translation	
Increase Classroom Decision Making • Support students to make decisions within their classrooms regarding norms and expectations (formerly PAX visions) • Develop systems and structures for students to self-determine reasonable responses to behavior.	Classroom norms – 9/15/25 Reasonable responses – 9/15/25	Classroom teachers M. Jackson M. Bourgeois D. Kivlehan E. Bielass C. Welch	Time to develop Webster specific expectations to include PAX ideas without PAX partnership PLC using 15-day challenge for teachers to develop Humanities culminating	

• Develop systems for students to choose projects or culminating Humanities/Social Studies/Science learning targets and standards • Provide and explain a framework to empower staff to have candid conversations about equity when students perceive something to be unfair with expectations.	Humanities – 10/31/25 Staff Framework – 10/3/25	Humanities teachers	projects or learning - Will link grade level folders as they are developed	

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/1/25 – 10/31/25	Panorama Survey (Recreated on Microsoft Forms)	Gain baseline data	
9/1/25 – 10/31/25	Attendance Data	At or above 90% overall	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan
Impact Team will continue to monitor attendance, see budget

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

Key Strategy 5: Promoting Student Voice & Student Leadership	PD Plan Link: Webster PD Plan	School Lead: E. Bielass

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
- Based on the Panorama student survey, 55% of Webster students report favorable results in the decision-making processes. This key strategy will support students' sense of belonging and connection to their school community.
- Based on the Panorama staff survey, 19% of Webster staff report favorable results to the question of "how well do the students follow directions in your school". Student ownership of PBIS matrix will support student buy-in and compliance of rules, norms, and expectations at Webster school.
- This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
- Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Build Capacity of Student Council • Monitor and adjust systems and structures for student council. • Monitor student suggestion box for student council concerns and adjust, as needed. • Deliver monthly update of student council meetings on morning announcements. • Plan student led behavioral expectation assemblies for staff and students. • Implement spirit week	Systems and structures – 12/19/25 Morning announcements – 12/19/25 (Monthly) Student led behavior expectations – 12/19/25 (To be delivered after the holiday recess) Spirit week – Determined by student council	E. Bielass L. Trainham A. Andrews K. Monica	Time allocated in the school day for student council to meet – 1.5 hours/month Subs to cover classroom teachers for meetings Budget/Time – Ongoing changes to playlists for student choice in incentives for PBIS upon accomplishment of goal Student Council – See budget PBIS Matrix 25-26	
Implement Student Equity Committee • Monitor and adjust systems and structures. • Adjust expectations for students about their responsibilities and expectations as ambassadors. • Implement ambassador program. • Plan and create celebrations of diversity within the student body (Eid, Black History month, Autism Awareness month, etc.)	Systems and structures – 12/19/25 Implement – 11/7/25 Celebrations – 12/19/25	K. Cleveland M. Blatner M. Clark V. Byrnes M. Van Riper K. Monica J. Wright K. Vargas	DEB Department ENL Department Nationality Workers to support with translation	
Increase Classroom Decision Making • Discuss as a class the systems for students to self-determine reasonable responses to behavior and adjust as needed. • Expand on systems for students choosing projects or culminating Humanities/Social Studies/Science learning targets and standards.	Reasonable Responses – 10/31/25 Humanities – 10/31/25 Framework – 10/31/25 (Monthly as part of Equity	Classroom teachers M. Jackson M. Bourgeois D. Kivlehan E. Bielass C. Welch Humanities teachers	PLC using 15-day challenge for teachers to develop Humanities culminating projects or learning - Will link grade level folders as they are developed	

• Review the framework regarding candid conversations and expectations to staff	and School Climate)			

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Outcome Data*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
11/1/25-12/31/25	Panorama Survey (Recreated on Microsoft Forms)	5% increase in favorable results from baseline data	
11/1/25-12/31/25	Attendance Data	At or above 92% overall	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan
Impact Team will continue to monitor attendance, see budget

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

Key Strategy 5: Promoting Student Voice & Student Leadership	PD Plan Link: Webster PD Plan	School Lead: Bielass

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
- Based on the Panorama student survey, 55% of Webster students report favorable results in the decision-making processes. This key strategy will support students' sense of belonging and connection to their school community.
- Based on the Panorama staff survey, 19% of Webster staff report favorable results to the question of "how well do the students follow directions in your school". Student ownership of PBIS matrix will support student buy-in and compliance of rules, norms, and expectations at Webster school.
- This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
- Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Build Capacity of Student Council • Monitor and adjust systems and structures for student council, as needed. • Deliver monthly update of student council meetings on morning announcements. • Facilitate student led behavioral expectation assemblies for staff and students. • Reflect and collect feedback on PBIS matrix	Systems and structures – 3/27/26 Morning announcements – 3/27/26 (Monthly) Student led behavior expectations – 1/9/26 PBIS matrix – 3/27/26	E. Bielass L. Trainham A. Andrews K. Monica	Time allocated in the school day for student council to meet – 1.5 hours/month Subs to cover classroom teachers for meetings Budget/Time – Ongoing changes to playlists for student choice in incentives for PBIS upon accomplishment of goal Budget – Purchase smaller items building wide for spirit week PBIS Matrix 25-26	
Refine Student Equity Committee • Monitor and adjust systems and structures. • Adjust expectations for students about their responsibilities and expectations as ambassadors. • Monitor ambassador program. • Plan and create celebrations of diversity within the student body (Eid, Black History month, Autism Awareness month, etc.)	Systems and structures – 3/27/26 Implement – 3/27/26 Celebrations – 3/27/26	K. Cleveland M. Blatner M. Clark V. Byrnes M. Van Riper K. Monica J. Wright K. Vargas	DEB Department ENL Department Nationality Workers to support with translation	
Increase Classroom Decision Making • Review and revise norms and expectations, using behavioral data and classroom trends. • Monitor the systems for students to self-determine reasonable responses to behavior and adjust as needed. • Expand on systems for students choosing projects or culminating Humanities/Social Studies/Science learning targets and standards	Norms – 1/9/26 Reasonable Responses – 3/27/26 Humanities – 3/27/26 Framework - 3/27/26 (Monthly as part of Equity	Classroom teachers M. Jackson M. Bourgeois D. Kivlehan E. Bielass C. Welch Humanities teachers	Discipline data – Both informal (SSC) and formal (referral) PLC using 15-day challenge for teachers to develop Humanities culminating projects or learning - Will link grade level folders as they are developed	

	Review the framework regarding candid conversations and expectations to staff	and School Climate)			

<table>
<tr><td colspan="5" align="center">PROGRESS MONITORING (JANUARY – MARCH)
Outcome Data</td></tr>
<tr><td>Date</td><td>Progress Indicators</td><td colspan="2">What do we hope to see?</td><td>What we actually saw:</td></tr>
<tr><td>1/1/26-3/1/26</td><td>Panorama Survey (Recreated on Microsoft Forms)</td><td colspan="2">5% increase in favorable results from November administration</td><td></td></tr>
<tr><td>1/1/26-3/1/26</td><td>Attendance Data</td><td colspan="2">At or above 94% overall</td><td></td></tr>
</table>

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan
Impact team will continue to monitor attendance, see budget

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

Key Strategy 5: Promoting Student Voice & Student Leadership	PD Plan Link: Webster PD Plan	School Lead: Bielass

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
• Based on the Panorama student survey, 55% of Webster students report favorable results in the decision-making processes. This key strategy will support students' sense of belonging and connection to their school community. • Based on the Panorama staff survey, 19% of Webster staff report favorable results to the question of "how well do the students follow directions in your school". Student ownership of PBIS matrix will support student buy-in and compliance of rules, norms, and expectations at Webster school. • This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
• Non-applicable – New strategy for the 2025-2026 school year.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Build Capacity of Student Council • Reflect on and adjust systems and structures for student council to capture for 26-27 school year. • Deliver monthly update of student council meetings on morning announcements. • Revise PBIS matrix for 26-27 school year. • Vote on 3rd and 4th graders for the 26-27 student council members	Systems and structures – 6/26/26 Morning announcements – 6/26/26 (Monthly) Matrix – 6/1/26 Members – 6/18/26	E. Bielass L. Trainham A. Andrews K. Monica	Staff and student survey/interview to determine effectiveness of student council Time, budget, and people to revise PBIS matrix Voting system for student council Student Council – See Budget	
Refine and Reflect on Student Equity Committee • Implement ambassador program. • Plan and create celebrations of diversity within the student body (Eid, Black History month, Autism Awareness month, etc.) • Reflect on Student Equity Committee from the year to plan for the 26-27 school year.	Implement – 6/26/26 Celebrations – 6/26/26 Reflection – 6/18/26	K. Cleveland M. Blatner M. Clark V. Byrnes M. Van Riper K. Monica J. Wright K. Vargas	DEB Department ENL Department Nationality Workers to support with translation Staff and student survey/interview to determine effectiveness of student equity committee	
Increase Classroom Decision Making • Review the framework regarding candid conversations and expectations to staff. • Reflect on systems for students choosing projects or culminating Humanities/Social Studies/Science learning targets and standards and capture process for the 26-27 school year. • Create an opportunity for students to highlight at least one culminating Humanities project to incoming students.	Framework - 6/26/26 (Monthly as part of Equity and School Climate) Reflection – 6/26/26 (Following final Humanities unit of the year) Highlight – 6/15/26	Classroom teachers M. Jackson M. Bourgeois D. Kivlehan E. Bielass C. Welch Humanities teachers	Staff and student survey/interview to determine effectiveness of Humanities culminating projects/learning targets Time and people to showcase student work	

PROGRESS MONITORING (APRIL – JUNE)			
Outcome Data			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**

4/1/26-6/1/26	Panorama Survey (Recreated on Microsoft Forms)	Increase of 15% in favorable responses from baseline data	
4/1/26-6/25/26	Attendance Data	Level 3 (95%) overall attendance data status	
6/2026	SCEP Template 26-27	Teachers participate in envision activity to assess and identify needs	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning
Impact Team will continue to monitor attendance, see budget

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

Key Strategy 6: Multi-Tiered System of Supports (MTSS)	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
With continued focus on the streamlined and systematic components of MTSS, safeguards the following are taking place: • **Tier 1:** Ensure high-quality teaching practices are in place.   • **Tier 2:** Targeted interventions for students needing extra support is in place and data driven.   • **Tier 3:** Intensive, individualized interventions for students with significant needs. These interventions should be closely monitored for effectiveness.
If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will continue our work on this key strategy by focusing on the documentation and communication within the SIT process, continuity of the Academic Team meetings, and streamlining the Attendance Team focus. Webster will expand this key strategy by focusing on documentation and communication with all stakeholders within the SIT process. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Maintain consistent systems and structures for SIT. • Provide ongoing professional development to explain referral process, triage, and its connection to behavioral based SIT referrals. • Develop a system to ensure that meeting schedules are communicated in a timely manner. • Establish norms to ensure efficiency and focus. • Create an agenda which includes staff responsibilities and deadlines. • Provide professional development on SIT process to include referrals, participants, and parent involvement. • Create a streamlined documentation system, including teachers' responsibilities to progress monitoring. • Develop system to flag when additional support is needed	Process- 9/3/25 Implementation Systems – 9/30/25 Professional Development – 10/10/25	D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright	Professional Development- Opening Days Documentation Protocols published and reviewed Additional supports may include: Impact coaches, pd, building coaches. District behavioral support staff District Student Support Services CBOs Impact Team – see budget	
Schedule and document Academic Team meetings to progress monitor: • Student interventions • Analyze trends in data (DIBELS, NWEA, benchmark testing) • Identify students in need of support. • Informing coaching cycles, PLC, and additional support	10/31/25	D. Kivlehan D. Gilbert K. Carroll	Coaching Cycles, impact coaches PD to support interventions Impact Team – see budget After School Tutoring- See budget	
Maintain and expand our Attendance Team • Revise the ongoing agenda to be used at weekly meetings. • Identify meeting participants, roles, responsibilities, and norms.	Outreach to families – 8/31/25 Systems – 9/2/25 Impact Team – 9/12/25	C. Bixler (outreach) D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright	Microsoft Office folders Agenda and norms	

• Systematize teacher outreach for attendance and provide professional development based on expectations. • Develop systems for monitoring interventions for chronically absent students. • Develop system to link attendance concerns to current SIT academic referrals. • Develop collaboration between impact team and attendance team. • Develop and schedule tier I incentives	Incentives – 9/12/25	K. Royce		

PROGRESS MONITORING (AUGUST – OCTOBER)			
Implementation/Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
9/15/25-10/31/25	Academic Data (NWEA, DIBELs, Math Surveys, Counting Data, Core Set Fluency)	Progress monitoring indicates a 10% decrease in students in the intensive range from the Fall 2024 data	
8/1/25-10/31/25	Attendance Data	Identify students who were chronically absent in the 2024-2025 school year and ensure they have an attendance plan/support prior to the start of the 25-26 school year Reduce chronically absent students by 0.5% as compared to 2024 data	

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

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

Key Strategy 6: Multi-Tiered System of Supports (MTSS)	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
With continued focus on the streamlined and systematic components of MTSS, safeguards the following are taking place:
- **Tier 1:** Ensure high-quality teaching practices are in place.
- **Tier 2:** Targeted interventions for students needing extra support is in place and data driven.
- **Tier 3:** Intensive, individualized interventions for students with significant needs. These interventions should be closely monitored for effectiveness.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will continue our work on this key strategy by focusing on the documentation and communication within the SIT process, continuity of the Academic Team meetings, and streamlining the Attendance Team focus. Webster will expand this key strategy by focusing on documentation and communication with all stakeholders within the SIT process. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Maintain consistent systems and structures for SIT. • Monitor and adjust systems to ensure that meeting schedule is communicated in a timely manner. • Review norms to ensure efficiency and focus. • Monitor and adjust agenda which includes staff responsibilities and deadlines. • Provide professional development on SIT process to include referrals, participants, and parent involvement. • Monitor and adjust streamlined documentation system	Communication – 12/19/25 Norms – 12/19/25 Agenda – 12/19/25 Professional Development – 12/19/25 Documentation – 12/19/25	D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright		
Monitor and adjust frequency and efficiency of Academic Team meetings to progress monitor: • Student interventions • Analyze trends in data (DIBELS, NWEA, benchmark testing) • Identify students in need of support. • Informing coaching cycles, PLC, and additional support	12/19/25	D. Kivlehan D. Gilbert K. Carroll	After School Tutoring- See budget	
Maintain and expand on our Attendance Team • Monitor and adjust ongoing agenda to be used at weekly meetings. • Review system for teacher outreach for attendance. • Monitor and adjust systems for monitoring interventions for chronically absent students. • Monitor system to link attendance concerns to current SIT academic referrals. • Monitor collaboration between impact team and attendance team.	Agenda – 12/19/25 Outreach – 12/19/25 Monitoring System – 12/19/25 Impact Team – 12/19/25 Incentives - Include based on calendarized	C. Bixler (outreach) D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright K. Royce		

	Implement additional tier I incentives at times of historically poor attendance (i.e., Thanksgiving, Winter Break, etc.)	dates from first benchmark			██

PROGRESS MONITORING (NOVEMBER – DECEMBER)				
Outcome Data				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
11/1/25-12/19/25	SIT Referrals	Teachers submitting referrals for students in need of additional supports with attendance, behavioral, or academic needs		
11/1/25-12/19/25	District Assessments for ELA and Math	70% of students meet individual growth goals		
11/1/25-12/19/25	Attendance Data	Reduce chronically absent students by 1.0% as compared to the 24-25 data		

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

<table>
<tr><td colspan="3">Student Supports Commitment: This school is committed to aligning and maximizing resources to serve and impact each student's needs.</td></tr>
</table>

Key Strategy 6: Multi-Tiered System of Supports (MTSS)	PD Plan Link: Webster Pd Plan	School Lead: Kivlehan

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With continued focus on the streamlined and systematic components of MTSS, safeguards the following are taking place:

Tier 1: Ensure high-quality teaching practices are in place.
Tier 2: Targeted interventions for students needing extra support is in place and data driven.
Tier 3: Intensive, individualized interventions for students with significant needs. These interventions should be closely monitored for effectiveness.
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Webster will continue our work on this key strategy by focusing on the documentation and communication within the SIT process, continuity of the Academic Team meetings, and streamlining the Attendance Team focus. Webster will expand this key strategy by focusing on documentation and communication with all stakeholders within the SIT process. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.</td></tr>
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IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Maintain a consistent systems and structures for SIT. • Monitor and adjust systems to ensure that meeting schedule is communicated in a timely manner. • Review norms to ensure efficiency and focus. • Monitor and adjust agenda which includes staff responsibilities and deadlines. • Provide professional development on SIT process to include referrals, participants, and parent involvement. • Monitor and adjust streamlined documentation system	Communication – 3/27/26 Norms – 3/27/26 Agenda – 3/27/26 Professional Development – 3/27/26 Documentation – 3/27/26	D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright		
Monitor and adjust frequency and efficiency of Academic Team meetings to progress monitor: • Track Student interventions • Analyze trends in data (DIBELS, NWEA, benchmark testing) • Identify students in need of support. • Inform coaching cycles, PLC, and additional support	3/27/26	D. Kivlehan D. Gilbert K. Carroll	After School Tutoring- See budget	
Maintain and expand on our Attendance Team • Monitor and adjust ongoing agenda to be used at weekly meetings. • Review system for teacher outreach for attendance. • Monitor and adjust systems for monitoring interventions for chronically absent students. • Monitor system to link attendance concerns to current SIT academic referrals. • Monitor collaboration between impact team and attendance team	Agenda – 3/27/26 Outreach – 3/27/26 Monitoring System – 3/27/26 Impact Team – 3/27/26	C. Bixler (outreach) D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright K. Royce		

PROGRESS MONITORING (JANUARY – MARCH)			
Outcome Data			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/5/26-3/27/26	SIT Referrals	Interventions in place are reviewed, and progress monitoring is collected. Data is analyzed for progress and student success	
1/5/26-3/27/26	District Assessments for ELA and Math	75% of students meet individual growth goals	
1/5/26-3/27/26	Attendance Data	Reduce chronically absent students by 1.5% as compared to the 24-25 data	

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

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

Key Strategy 6: Multi-Tiered System of Supports (MTSS)	PD Plan Link: Webster PD Plan	School Lead: Kivlehan

What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
With continued focus on the streamlined and systematic components of MTSS, safeguards the following are taking place:
- **Tier 1:** Ensure high-quality teaching practices are in place.
- **Tier 2:** Targeted interventions for students needing extra support is in place and data driven.
- **Tier 3:** Intensive, individualized interventions for students with significant needs. These interventions should be closely monitored for effectiveness.

If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.
Webster will continue our work on this key strategy by focusing on the documentation and communication within the SIT process, continuity of the Academic Team meetings, and streamlining the Attendance Team focus. Webster will expand this key strategy by focusing on documentation and communication with all stakeholders within the SIT process. This key strategy was chosen based on data variation work and school leadership team envision, reflect, and synthesize activities.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Maintain a consistent systems and structures for SIT. • Reflect and adjust systems to ensure that meeting schedule is communicated in a timely manner. • Reflect and adjust agenda which includes staff responsibilities and deadlines. • Review professional development on SIT process to include referrals, participants, and parent involvement to determine necessary PD for 26-27 school year. • Reflect and adjust streamlined documentation system	Communication – 6/8/26 Agenda – 6/8/26 Professional Development – 6/15/26 Documentation – 6/15/26	D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright	Model Schools Conference- See budget	
Reflect on and formalize systems and structures that led to success in Academic Team meetings in the 25-26 school year to replicate for the 26-27 school year to include: • Monitor Student interventions • Analyze trends in data (DIBELS, NWEA, benchmark testing) • Identify students in need of support. • Informing coaching cycles, PLC, and additional support	6/26/26	D. Kivlehan D. Gilbert K. Carroll	After School Tutoring- See budget	
Maintain and expand on our Attendance Team • Reflect on efficiency of the ongoing agenda used at weekly meetings. • Reflect on system for teacher outreach for attendance. • Reflect on systems for monitoring interventions for chronically absent students. • Reflect on system to link attendance concerns to current SIT academic referrals. • Reflect on collaboration between impact team and attendance team	Agenda – 6/12/26 Outreach – 6/12/26 Monitoring System – 6/12/26 Impact Team – 6/12/26	C. Bixler (outreach) D. Kivlehan E. Bielass C. Welch K. Vargas J. Wright K. Royce		

PROGRESS MONITORING (APRIL – JUNE) *Outcome Data*			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/1/26-6/25/26	District Assessments for ELA and Math	80% of students meet individual growth goals	
4/1/26-6/25/26	Attendance Data	Reduce chronically absent students by 2.0% as compared to 24-25 data	
6/2026	SCEP Template 26-27	Teachers participate in envision activity to assess and identify needs	

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

END OF YEAR SURVEY

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

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	91% Favorable	96%	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	94% Favorable	99%	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	91% Favorable	96%	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	88% Favorable	93%	
5	It was evident that our school focused on numeracy and literacy.	94% Favorable	99%	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	88% Favorable	93%	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	82% Favorable	87%	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	82% Favorable	87%	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	76% Favorable	81%	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	77% Favorable	82%	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	51% Favorable	60%	
2	How often are people disrespectful to others at your school? (SC1)	22% Favorable	40%	
3	How often do students get into physical fights at your school? (SC2)	41% Favorable	20%	
4	How likely is it that someone from your school will bully you online? (SC3)	67% Favorable	80%	
5	How often do you worry about violence at your school? (SC4)	46% Favorable	60%	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	55% Favorable	70%	
7	How much support do the adults at your school give you? (SB2)	70% Favorable	85%	
8	Overall, how much do you feel like you belong at your school? (SB4)	55% Favorable	80%	
9	How excited would you be to have your teacher again? (TSR1)	71% Favorable	80%	
10	How respectful is your teacher towards you? (TSR4)	80% Favorable	90%	

End Of Year Survey

	Family Survey Questions (From Spring Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	Results not available		
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to students? (BE8)	Results not available		
3	How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture? (BE9)	Results not available		
4	How big of a problem is the following issue for becoming involve with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	Results not available		
5	How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern? (BE13)	Results not available		
6	To what extent do you think that children enjoy going to your child's school? (SC1)	74% Favorable	85%	
7	How motivating are the classroom lessons at your child's school? (SC2)	72% Favorable	80%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	85% Favorable	90%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	87% Favorable	90%	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	92% Favorable	95%	

End Of Year Survey

EVIDENCE-BASED INTERVENTION

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

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

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

SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan To Write and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Classroom, Related Studies, Related Services, ENL, Social Workers, and Special Education Teachers	All Unit 1 Staff	NA	4/28	4/24	4/29, 5/1		5/19	5/27-5/29
Jennifer Horn **Maria VanRiper** **Valeria Gray** **Hope Goettel** **Kym Jones** **Kristin Magnarelli** **Deb Gilbert**	SLT Members		4/28	4/24	4/29,5/1		5/12	5/27-5/29
Emily Bajish **Katie Carroll** **Katie Rivito** **Katie Cleveland** **Amanda Andrews**	ILT Members		4/28	4/24	4/29,5/1		5/12	5/27-5/29
Dawn Kivlehan **Elizabeth Bielass** **Caitlin Welch**	Administrative Team		4/28	4/24	4/29,5/1		5/19, 5/12	5/27-5/29
John George	Insight Consultant			4/24				5/29
Jennifer Deinhart	Solution Tree Consultant							5/16
Amanda Andrews **Laurie Trainham**	Student council Advisors		4/28	4/24	4/29,5/1	5/5-5/9	5/19	5/27-5/29
Ryenn Moore	Teacher		4/28	4/24	4/29,5/1	5/5-5/9	5/19	5/27-5/29
Kimberlee Vargas	Social Worker		4/28	4/24	4/29,5/1	5/5-5/9	5/19	5/27-5/29
Gerthy Davis	Parent							6/4
Ashley Luttrell	Parent							6/4

SCEP Development Team

LEARNING AS A TEAM

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

Student Interviews

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

Student Interview questions were captured by classroom teachers, social workers, and student council staff via a Microsoft form. Responses were sorted and shared with the School Leadership Team and once again during a faculty meeting. Student responses were sorted; the following topics were most prevalent and addressed in the SCEP:

- Humanities, not engaging- See key Strategies 2 and 3
- More engaging activities in art, music, and library- See Key Strategies 2 and 3
- Avoiding drama especially when you are not directly involved – See Key Strategy 5

Schools in the ATSI and TSI model only

Subgroup Spotlight

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