



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

District	School Name	Principal Name	Grades Served	Accountability Status
Syracuse City	Webster Elementary School	Dawn Kivlehan	Pre K - 5	CSI

- ✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse K- 5 Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school’s leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.
- ✓ **Assistant Superintendent has reviewed this plan.**
- ✓ **District has approved this plan and will partner with the school to ensure its execution.**
- ✓ **Evidence-Based Intervention identified:** Professional Learning Communities
- ✓ **Civic Empowerment Project identified:** Schoolwide Voting

SCEP DEVELOPMENT TEAM		
	<i>Name</i>	<i>Title / Role</i>
1	Dawn Kivlehan	Principal
2	Elizabeth Bielas	Vice Principal
3	Caitlin Welch	Vice Principal
4	Jennifer Horn	Teacher, Chief Union Representative
5	Emily Bajish	Teacher
6	Hope Goettel	Special Education Teacher
7	Kristin Magnarelli	Teacher
8	Katie Rivito	Teacher
9	Kayla Shaut	Special Education Teacher
10	Amanda Andrews	Teacher
11	Katie Carroll	ELA Coach
12	Deborah Gilbert	Math Coach
13	Katie Cleveland	Teacher, DEB Lead
14	Maria Van Riper	ENL Teacher
15	Kristin Monica	School Counselor
16	Ja’nita Wright	Social Worker
17	Mamie Howard	Social Worker
18	Kemoy Jones	Teacher
19	Gerthy Davis	Parent
20	Laiza Semidey	Parent

# Table of Contents – Bookmark Links

## Overview Page

- [Year End Goals](#)
- [District Commitments](#)
- [Key Strategies](#)

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## Academic Commitment #1

- [Strategy 1](#)
- [Strategy 2](#)

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## Academic Commitment #2

- [Strategy 1](#)
- [Strategy 2](#)

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## Attendance Commitment

- [Strategy 1](#)
- [Strategy 2](#)

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## Student Supports Commitment

- [Strategy 1](#)
- [Strategy 2](#)

## End of Year Survey

## SCEP Development Team Participation

## OVERVIEW PAGE

Year-End Goals		
Accountability Area	Specific Year-End Goals <i>Identify at least one goal for each accountability area.</i>	
1	ELA	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Goals will be developed after all 2023-24 data are available</p> </div>
2	Math	
3	Chronic Absenteeism	
4	ELP	
5	Graduation Rate / Other / Optional	

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

### School Identified Key Strategies (Maximum of 8)

**Directions:** Use the school's needs assessment results to identify **two** strategies from each drop-down menu that the school will prioritize. Note, this means **a maximum of eight strategies** across the four commitments. Confirm whether the strategy is "new" – "expanded" – "refined."

	Commitment		Key Strategies	N-E-R
1	This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.	1	<b>Accountable Talk</b>	E
		2	<b>Tier I or Tier II Intervention Practices Tier I Focus</b>	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.	1	<b>Effective PLC Implementation</b>	E
		2	<b>Tier I or Tier II Intervention Practices Tier II focus</b>	E
3	This school is committed to ensuring all students feel a sense of belonging and attend school daily.	1	<b>Intentional Welcoming School/Class Environment</b>	E
		2	<b>School-wide Classroom Daily Attendance Taking Protocol</b>	R
4	This school is committed to aligning and maximizing resources to serve and impact each student's needs.	1	<b>Multi-Tiered System of Supports (MTSS)</b>	R
		2	<b>Social Emotional Learning</b>	E

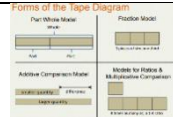
**Academic Commitment #1:** This school is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Gilbert-Math Carroll-ELA
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Webster will expand a PLC focus using the lesson internalization guide to collaborate and co-plan the integration of Accountable Talk best practices into instruction, plan effective questions supporting student discourse and create formative assessments to assess progress and ensure all students are engaged in academic discourse.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
9/24/24	Identify opportunities for K- 5 Teachers to collaborate and co-plan the integration of Accountable Talk best practices into instruction	D.Gilbert K.Carrroll	PLC-Tues. & Thurs. <a href="#">Lesson Internalization Guide</a>	
9/24/24	Plan for supports and scaffolds to include {see below} encourage communication and participation for diverse learners - Leveraging graphic organizers for additional/optional scaffolding-e.g. Tape Diagrams, 2 & 3 column notes etc.	D.Gilbert K.Carrroll	 <a href="#">2 Column Notes AVID</a>	
9/30/24	Collect baseline data using IFL walkthrough tool and progress monitor throughout the year	D.Gilbert K.Carrroll	10 minutes per teacher walk through schedule Data Collection Tool <a href="#">Accountable Talk Data (1)</a>	
10/7/24	K- 5 Teachers set short and long-term goals using the Continuum of Talk Rubric; Talk Ratio and Quality data	Grade K-5 K- 5 Teachers	Monday Morning PLC <a href="#">Webster K- 5 Teachers AT Goal Trackers.pdf</a>	
10/30/24	Create a schedule to provide turnkey professional development to better utilize district vocabulary, resources, and tools for Accountable Talk	D. Gilbert K. Carroll	Talk Moves- <a href="#">Accountable Talk (padlet.org)</a> Community-setting norms, Knowledge, Rigorous Thinking	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29/24	Opening day and summer training Professional Development opportunities -attendance sheets	Teacher leaders attend and return and willing to turnkey training	
09/30/24	Walkthrough Data <a href="#">Accountable Talk Data (1)</a>	Baseline data collected for all classrooms	

10/7/24	Set Goals	<p>All K- 5 Teachers grades K-5 will self-rate using the teacher ratio &amp; quality based on WT data</p> <p>All K- 5 Teachers grades K-5 will set short &amp; long term goals to increase student discourse across all content</p>	
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<b>Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan</b>			

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Gilbert-Math Carroll-ELA
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<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Ongoing weekly basis	Identify opportunities for K- 5 Teachers to collaborate and co-plan the integration of Accountable Talk best practices, aligned with AVID, into instruction	D. Gilbert K. Carroll	PLC-Tuesdays & Thursdays Team Meetings-every other Wednesday	
11/4/24 12/9/24	Provide turn-key professional development to plan for supports and scaffolds, such as visual vocabulary and anchor charts, to encourage communication and participation for diverse learners	D. Gilbert K. Carroll D. Kivlehan E. Bielass C. Welch AVID Team	<a href="#">Math Observations for Learning- Student Discourse Hub (instructure.com)</a>	
12/13/24	Progress Monitor Accountable Talk using the Accountable talk walkthrough data tool	D. Gilbert K. Carroll	SWAT team Impact coaches <a href="#">Accountable Talk Data (1).docx</a>	
12/16/24	Monitor and adjust teacher goals based on walkthrough data	D.Gilbert C. Carroll K- 5 Teachers	Monday Morning 12/16 <a href="#">Webster K- 5 Teachers AT Goal Trackers.pdf</a>	
12/20/24	Celebrate building- wide growth based on walkthrough data	Kivlehan D.Gilbert C. Carroll	Wolf Pack-end of month	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/13/24	Walkthrough Data	Increase 20% from baseline student to student talking, reasoning and justifying while working through complex problems and solution paths	
12/16/24	Monitor & adjust goals	Teacher reflects on their own practices & set new goals. Increase of one level based on scale designated from Continuum of Talk	
12/20/24	NWEA – Grades 3-5 DIBELS – Grades K-2	Increase in student achievement by 25% from baseline performance	

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

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Gilbert-Math Carroll-ELA
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Based on a district-wide assessment, *Accountable Talk* was identified as a district priority. Therefore, all schools are expected to implement this strategy.

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Webster will expand a PLC focus using the lesson internalization guide to collaborate and co-plan the integration of Accountable Talk best practices into instruction, plan effective questions supporting student discourse and create formative assessments to assess progress and ensure all students are engaged in academic discourse.

<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/13/25	Identify best practices, aligned with AVID, throughout the building and share with staff focused on collaboration and inquiry.	E. Bielass M. Van Riper AVID Team	Staff Meeting (10-15 min.)	
1/13/25 2/10/25 3/10/25	Provide turnkey professional development to plan for supports and scaffolds to encourage communication and participation for diverse learners Accountable Talk 102 -How can K- 5 Teachers use questioning and protocols to improve student thinking?	E. Bielass AVID Team D.Gilbert C. Carroll	PLC-Lesson Internalization and Customization <a href="#">Lesson Internalization Guide</a> Accountable Talk 102	
1/6/25	Provide differentiated support and coaching to K- 5 Teachers based on walk through data and trends analysis	D.Gilbert C. Carroll	Math Department, Impact Team PD & Resources	
3/24/25	Monitor & adjust teacher goals based on walkthrough data	K- 5 Teachers	Links to spreadsheet provided by Impact Team	
3/24/25	Celebrate individual growth with K- 5 Teachers	D. Kivlehan E. Bielass C. Welch D.Gilbert C. Carroll	Data Meetings Coaching Cycle PLC	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/13/25	Begin collecting & organizing resources across all grade levels & content areas.	The start of a Digital collection of resources to be systemized	
3/10/25	Walkthrough data	Increase 20% from December data of student to student talking, reasoning, and justifying while working through complex problems and solution paths	
3/24/25	Monitor and adjust goals	Maintaining: accountability to community moving toward accountability to knowledge and rigorous thinking.	

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

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

<b>Key Strategy 1:</b> Accountable Talk	<b>School Lead:</b> Gilbert-Math Carroll-ELA
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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.**  
Webster will expand a PLC focus using the lesson internalization guide to collaborate and co-plan the integration of Accountable Talk best practices into instruction, plan effective questions supporting student discourse and create formative assessments to assess progress and ensure all students are engaged in academic discourse.

<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
4/21/25 5/12/25 6/9/25	Provide turnkey professional development to plan for supports and scaffolds to encourage communication and participation for diverse learners -Accountable Talk 103: How do I use questioning and talk protocols to shift the thinking from teacher to student?	E. Bielass AVID Team D.Gilbert C. Carroll	<a href="#">Student Discourse Hub (instructure.com)</a> Accountable Talk 103	
5/22/25	Analyze and reflect on goals based on end of year walkthrough data	K-5 Teachers	Continuum of Talk-tool Monday morning PL	
5/8/25	Celebrate schoolwide strengths and growth utilizing student created artifacts and observable teacher practices	E. Bielass AVID Team	Avid Showcase	
6/13/25	Systemize the sharing of best practices and resources	D. Kivlehan Solution Tree Consultant	Padlet, one pager, digital	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
5/22/25	Walkthrough Data	Increase 20% from March data of student to student talking, reasoning and justifying while working through complex problems and solution paths	
5/1 or 5/8/25	AVID Showcase	Grade-wide representation and participation at showcase	

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



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

<b>Key Strategy 2:</b> Tier I Instructional Practices	<b>School Lead:</b> Dawn Kivlehan
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on NWEA assessments in reading and math, analyzed as part of our schools needs assessment process, improving Tier I instruction is identified as a building priority to increase literacy and numeracy. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I 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 commits to refining our plan for Tier I instruction by focusing the planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/26/24	Ensure master schedules support time needed for high-quality Tier I instruction.	D.Kivlehan C.Welch	Master Schedule	
8/26/24-10/24	Calendarize pacing guides and align assessment to essential standards using the “15 Day Challenge”	D.Gilbert C. Carroll K-5 Teachers	District pacing guides & assessment dates PLC	
8/29/24	Outline expectations for ELA/Math curriculum use through professional learning communities. (instructional diet, lesson components and department look-fors)	D.Kivlehan E.Biell C.Welch D.Gilbert C. Carroll K- 5 Teachers	PLC Walkthrough schedule Tier I Look Fors <a href="#">Coach Meeting 9.23.22</a>	
9/17/24 9/19/24	Provide professional development on Lesson Internalization and “Thinking Through a Lesson” Protocols.	Building D.Gilbert C. Carroll K- 5 Teachers	<a href="#">Thinking Through a lesson Protocol - includes 5 Practices</a>  <a href="#">Thinking Through One Lesson-TTOL Protocol IFL.pdf</a>  PLC	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
8/27/24	Pacing guides and calendars with assessment	Digital, living document with calendar per grade level.	
9/23/24	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	50% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
9/17/24 9/19/24	PLC participation	All staff receive “Thinking Through a Lesson” protocol training.	

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

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

<b>Key Strategy 2:</b> Tier I Instructional Practices	<b>School Lead:</b> Dawn Kivlehan
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on NWEA assessments in reading and math, improving Tier I instruction is identified as a building priority to increase literacy and numeracy. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I 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 commits to refining our plan for Tier I instruction by focusing the planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/4/24 12/2/24	Prioritize instructional routines to support access using “Thinking Through a Lesson” Protocols.	K-5 Teachers	Leverage district directors and coaches. <a href="#">Thinking Through a lesson Protocol - includes 5 Practices; Thinking Through One Lesson-TTOL Protocol IFL.pdf</a>	
11/4/24 12/2/24	Calendarize pacing guides and align assessment to essential standards using the “15 Day Challenge”	D.Gilbert C. Carroll K- 5 Teachers	District pacing guides, benchmark assessments dates	
11/26/24 12/20/24	Monitor current use of instructional practices utilizing department walk through tools on a bi-weekly basis to identify trends and plan for future PLC/professional development/coaching cycles.	D. Kivlehan E. Bielass C. Welch D.Gilbert C. Carroll	Walk through using department “look fors” located in Whetstone	
11/21/24 12/19/24	Specify explicit instructional practices, including differentiation and modifications, allowing for entry points and access to all learners through co-planning opportunities with Special education and ENL teachers	C. Welch Co-K- 5 Teachers, ENL providers TAs	Monday morning PLC <a href="#">Co Planning Template</a>	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/4/24 12/2/24	Pacing Guide and Calendars with assessment	Digital document with grade level calendar	
11/4/24 12/2/24	PLC calendar and agenda	Based on walkthrough data and formative assessments, instructional needs identified to plan PLC topics	
12/20/24	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	75% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	

**Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan**  
11/24 Menu of instructional practices for differentiation and modifications, implementation and/or annotation of differentiation.

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

<b>Key Strategy 2:</b> Tier I Instructional Practices	<b>School Lead:</b> Dawn Kivlehan
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on NWEA assessments in reading and math, improving Tier I instruction is identified as a building priority to increase literacy and numeracy. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I 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 commits to refining our plan for Tier I instruction by focusing the planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
1/6/25 2/3/25 3/3/25	Prioritize instructional routines to support access using “Thinking Through a Lesson” Protocols.	K- 5 Teachers	“Thinking Through a Lesson” Protocols	
1/6/25 2/3/25 3/3/25	Calendarize pacing guides and align assessment to essential standards using the “15 Day Challenge”	D. Kivlehan E. Bielass C. Welch	District pacing guides, benchmark assessments dates	
1/13/25 2/10/25 3/10/25	Specify explicit instructional practices, including differentiation and modifications, allowing for entry points and access to all learners through co-planning opportunities with Special education and ENL teachers	K-5 Teachers D. Gilbert C. Carroll	Monday morning PLC <a href="#">Co Planning Template</a>	
1/31/25 2/28/25 3/28/25	Monitor current use of instructional practices utilizing department walk through tools to identify trends and plan for future PLC/professional development/coaching cycles and adjust when needed.	D. Gilbert C. Carroll	Walk through using department “look fors” Whetstone	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/6/25 2/3/25 3/3/25	Pacing guides/monthly calendars	Digital calendar for grade levels	
1/31/25 2/28/25 3/28/25	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	95% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
1/6/25 2/3/25 3/3/25	Menu of instructional practices	Implementation in plans and annotations	
1/15/25	NWEA Math – Grades K-5 NWEA Reading- Grades 3-5 DIBELS – Grades K-2	Increase in student achievement by 25% based on baseline performance	

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

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

<b>Key Strategy 2:</b> Tier I Instructional Practices	<b>School Lead:</b> Dawn Kivlehan
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on NWEA assessments in reading and math, improving Tier I instruction is identified as a building priority to increase literacy and numeracy. Therefore, PLCs, walkthrough tools, and school systems will focus on supporting and improving Tier I 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 commits to refining our plan for Tier I instruction by focusing the planning, implementation, and assessment of the essential standards, while also developing lesson internalization protocols.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/7/25 5/5/25 6/2/25	Prioritize instructional routines to support access using “Thinking Through a Lesson” Protocols.	K-5 K- 5 Teachers	“Thinking Through a Lesson” Protocols	
4/7/25 5/5/25 6/2/25	Calendarize pacing guides and align assessment to essential standards using the “15 Day Challenge”	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll	District pacing guides, benchmark assessments dates	
4/25/25 5/30/25 6/20/25	Monitor current use of instructional practices utilizing department walk through tools to identify trends and plan for future PLC/professional development/coaching cycles.	D. Gilbert C. Carroll	Walk through using department “look fors” Whetstone	
4/21/25 5/12/25 6/9/25	Specify explicit instructional practices, including differentiation and modifications, allowing for entry points and access to all learners through co-planning opportunities with Special education and ENL teachers	K-5 Teachers D. Gilbert C. Carroll	Monday morning PLC Co Planning Template	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/25/25 5/30/25 6/20/25	District provided walkthrough tools using the Whetstone platform with individualized tools for ELA and math	100% implementation of instructional look-fors, including adhering to academic diet, pacing guides, and school schedule	
4/7/25 5/5/25 6/2/25	Pacing Guide and Monthly Calendar	Digital Living Document for grade levels	
6/15/25	NWEA Math – Grades K-5 NWEA Reading- Grades 3-5 DIBELS – Grades K-2	Increase in student achievement by 25% based on Winter performance	

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

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

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** Carroll – ELA  
Gilbert – Math

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

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

Webster will refine our Professional Learning Communities by committing to work together in a highly organized, positive, and productive manner through the use of norms, protocols, and check-in’s to better support learning in our building. Webster will work closely with Solution Tree consultants, along with district guidance to strengthen this strategy.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/27/24	Create a learning cycle in which the process directly impacts teacher practice by identifying team norms and protocols to guide and cultivate a collaborative culture.	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll	Academic Leadership Team Solution Tree consultant p.89 <a href="#">Solution Tree Critical Issues for Team Consideration</a> p.241	
09/16/24 *Ongoing using 15-day protocol	Build a clear knowledge on essential learning, state and district standards, and assessments required for the course or grade level of instruction	D. Gilbert C. Carroll K- 5 Teachers	Module/Unit Internalization protocol	
09/16/24 *Ongoing using 15-day protocol	Identify the prerequisite knowledge and skills needed to master the essential learning of each unit.	D. Gilbert C. Carroll K- 5 Teachers	Equip, NWEA screeners & skills checklist	
09/16/24 *Ongoing using 15-day protocol	Select or create high quality formative assessment tasks with high-level demand. -Exit tickets, 2 & 3 & 4 point response questions	K- 5 Teachers	<a href="#">Task Analysis Guide-ELA</a> <a href="#">Task Analysis Guide-Math</a>	
Conclusion of units and benchmark periods	Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	D. Gilbert C. Carroll K- 5 Teachers	NWEA, DIBELS, Math Surveys etc., Admin Walkthroughs	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/29/24	Re-establishing Team/Building PLC Norms	Posted Laminated PLC building developed norms in PLC conference room- Solution Tree p. 91-92	

8/29/24	PLT Big Idea that drive the work of a PLC	Four Critical Questions-p 69	
9/3/24	Create a PLC cycle	Digital Calendar	
10/15/24	Walkthrough Cycle Plan	Walkthrough schedule, look-fors, and assigned administrator created	

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

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

<b>Key Strategy 1:</b> Effective PLC Implementation	<b>School Lead:</b> Carroll- ELA Gilbert- Math
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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

Webster will refine our Professional Learning Communities by committing to work together in a highly organized, positive, and productive manner through the use of norms, protocols, and check-in’s to better support learning in our building. Webster will work closely with Solution Tree consultants, along with district guidance to strengthen this strategy.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Ongoing using 15-day protocol	Build a clear knowledge on essential learning, state and district standards, and assessments required for the course or grade level of instruction	D. Gilbert C. Carroll K- 5 Teachers	Module/Unit Internalization protocol <a href="#">essentialstandardscriteria.pdf (solutiontree.com)</a>	
Ongoing using 15-day protocol	Identify the prerequisite knowledge and skills needed to master the essential learning of each unit.	D. Gilbert C. Carroll K- 5 Teachers	Equip, NWEA screeners & skills checklist	
Ongoing using 15-day protocol	Select or create high quality formative assessment tasks with high-level demand. -Exit tickets, 2 & 3 & 4 point response questions	K- 5 Teachers	<a href="#">Task Analysis Guide-ELA</a>  <a href="#">Task Analysis Guide-Math</a>	
Conclusion of units and benchmark periods	Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	D. Gilbert C. Carroll K- 5 Teachers	NWEA, DIBELS, Math Surveys etc., Admin Walkthroughs	
12/17/24 & 12/19/24	Reflect on the PLT process, norms and protocols to ensure systems are highly organized and the work supports the learning of all students-progress monitor	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll K- 5 Teachers	p.241 <a href="#">Solution Tree Critical Issues for Team Consideration</a>  Solution Tree Consultant	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
12/17/24	Teams Progress Monitor & self-score using the PLT process and protocols	Critical Issues for Team Consideration Rubric p. 241	
12/19/24	Review Norms-are they working, do they need to change	Consensus Solution Tree p. 91-92	
12/19/24	Walkthrough Data	75% of classrooms are engaged in the focused practice from previous PLT	

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

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

**Key Strategy 1:** Effective PLC Implementation

**School Lead:** Carroll-ELA  
Gilbert-Math

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

Based on a district-wide assessment, *Professional Learning Communities (PLC)* were identified as a district priority. Therefore, all schools are expected to implement the PLC model.

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**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Ongoing using 15-day protocol	Build a clear knowledge on essential learning, state and district standards, and assessments required for the course or grade level of instruction	D. Gilbert C. Carroll K- 5 Teachers	Module/Unit Internalization protocol	
Ongoing using 15-day protocol	Identify the prerequisite knowledge and skills needed to master the essential learning of each unit	D. Gilbert C. Carroll K- 5 Teachers	Equip, NWEA screeners & skills checklist	
Ongoing using 15-day protocol	Select or create high quality formative assessment tasks with high-level demand. -Exit tickets, 2 & 3 & 4 point response questions	K- 5 Teachers	<a href="#">Task Analysis Guide-ELA</a> <a href="#">Task Analysis Guide-Math</a>	
Conclusion of units & benchmark periods	Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	D. Gilbert C. Carroll K- 5 Teachers	NWEA, DIBELS, Math Surveys etc., Admin Walkthroughs	
3/25/25 3/27/25	Reflect on the PLC process, norms and protocols to ensure systems are highly organized and the work supports the learning of all students-progress monitor	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll K- 5 Teachers	<a href="#">Solution Tree Critical Issues for Team Consideration</a> Solution Tree Consultant	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
3/25/25	Teams Progress Monitor & self-score the PLC process and protocols	Critical Issues for Team Consideration Rubric p. 241	
3/27/25	Review Norms-are they working, do they need to change	Consensus Solution Tree p. 91-92	
3/27/25	Walkthrough Data	90% of classrooms are engaged in the focused practice from previous PLT	

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

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

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

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
Webster will refine our Professional Learning Communities by committing to work together in a highly organized, positive, and productive manner through the use of norms, protocols, and check-in’s to better support learning in our building. Webster will work closely with Solution Tree consultants, along with district guidance to strengthen this strategy.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Ongoing using 15-day protocol	Build a clear knowledge on essential learning, state and district standards, and assessments required for the course or grade level of instruction	D. Gilbert C. Carroll K- 5 Teachers	Module/Unit Internalization protocol	
Ongoing using 15-day protocol	Identify the prerequisite knowledge and skills needed to master the essential learning of each unit.	D. Gilbert C. Carroll K- 5 Teachers	Equip, NWEA screeners & skills checklist	
Ongoing using 15-day protocol	Select or create high quality formative assessment tasks with high-level demand. -Exit tickets, 2 & 3 & 4 point response questions	K- 5 Teachers	<a href="#">Task Analysis Guide-ELA</a> <a href="#">Task Analysis Guide-Math</a>	
Conclusion of units & benchmark periods	Analyze student achievement and walkthrough data to plan, monitor, and adjust the PLT cycle to align instruction to high impact teaching strategies and attain SMART goals set	D. Gilbert C. Carroll K- 5 Teachers	NWEA, DIBELS, Math Surveys etc., Admin Walkthroughs	
6/2/25 6/5/25	Reflect on the PLC process, norms and protocols to ensure systems are highly organized and the work supports the learning of all students-progress monitor	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll K- 5 Teachers	Solution Tree-Critical Issues for Team Consideration Rubric p.241 <a href="#">Solution Tree Critical Issues for Team Consideration</a> Solution Tree Consultant	
6/20/25	Highlight staff success and encourage peer observations	D. Kivlehan E. Bielass C. Welch D. Gilbert C. Carroll	Data Meetings Staff Meetings	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
4/29/25 5/27/25 6/20/25	Teams Progress Monitor & self-score the PLC process and protocols	Critical Issues for Team Consideration Rubric p. 241	

5/1/25 5/29/25 6/22/25	Review Norms-are they working, do they need to change	Consensus Solution Tree p. 91-92	
6/22/25	Walkthrough Data	100% of classrooms are engaged in the focused practice from previous PLT	

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

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

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

**School Lead:** Carroll-ELA  
Gilbert-Math

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

Through our needs assessment, using district benchmark data in reading and math (NWEA and DIBELS), improving Tier II instruction was identified as a building and district priority. Possible root causes include the need for systematic small group intervention and data collection to increase literacy and numeracy skills as foundational skills for students to access Tier I curriculum. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting and improving Tier II 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 refine our systems and structures for Tier II instruction within the WIN block by focusing on the prerequisite skills needed for all students to master the grade level curriculum.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
8/26/24	Ensure master schedule supports the time needed for high-quality Tier II instruction, including WIN block.	D. Kivlehan E. Bielass C. Welch	Master schedule	
9/20/24	Collect and analyze student data to identify students for Tier II interventions	K- 5 Teachers D. Gilbert C. Carroll	Equip, checklist, and NWEA screeners	
9/30/24	Utilize supplemental targeted instruction for small groups of students (Tier II) to meet Tier I learning targets.	K- 5 Teachers	Eureka Equip, UFLI, Word Connections	
10/3/24	Deliver professional development on Tier II priorities using guidance documents and review of walkthrough look fors.	D. Gilbert C. Carroll	Unit 1 professional development; Tier II guidance document; <a href="#">Tier 2 Reading Guidance Doc.pdf</a> Walkthrough look-fors and tool.	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
8/26/24	Master schedule to prioritize Tier II and WIN block	Schedule to include blocks for intervention	
9/20/24	Benchmark and diagnostic assessment to identify students for Tier II	Collection and analysis of data to create student groupings	
10/16/24	Walkthrough data	50% of classrooms have successful Implementation and utilization of Tier II resources in small group and WIN	

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

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

<b>Key Strategy 2:</b> Tier II Intervention Practices	<b>School Lead:</b> Carroll-ELA Gilbert-Math
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using district benchmark data in reading and math (NWEA and DIBELS), improving Tier II instruction was identified as a building and district priority. Possible root causes include the need for systematic small group intervention and data collection to increase literacy and numeracy skills as foundational skills for students to access Tier I curriculum. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting and improving Tier II 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 commits to refining our systems and structures for Tier II instruction within the WIN block by focusing on the prerequisite skills needed for all students to master the grade level curriculum.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/13/24	Collect and analyze student data to identify students for Tier II interventions	K- 5 Teachers D. Gilbert C. Carroll	Equip pre-assessment, NWEA skills checklists, DIBELS progress monitoring	
11/26/24 12/20/24	Utilize supplemental targeted instruction to small groups of students (Tier II) to meet Tier I learning targets	K- 5 Teachers	Eureka Equip, UFLI and Word Connections curriculum, Tier II skills resources, <a href="#">SCSD ELA Padlet</a>	
12/1/24	Coordinate opportunities for collaboration between interventionists and classroom K- 5 Teachers to best support student need	D. Kivlehan E. Bielass C. Welch	Communication before report cards and parent conference, PLC	
12/4/24	Provide professional development to support and sustain the implementation of tier II instruction	D. Gilbert C. Carroll	Afterschool PD Equip training, ELA Guidance Document <a href="#">Tier 2 Reading Guidance Doc.pdf</a>	
11/4/24- 12/2/24	Prioritize WIN as an academic expectation with a focus on data and flexible groupings for remediation and acceleration	D. Kivlehan E. Bielass	Master Schedule	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually</b>
11/4/24	Progress monitoring (DIBELS, Equip, NWEA skills checklist)	Collection and analysis of data to group students.	
12/16/24	Walkthrough data	70% of classrooms have successful Implementation & utilization of Tier II resources in small group and WIN	
11/26/24	PD Participation- attendance sheets	Review UFLI & Word Connections best practices	

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

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

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

**School Lead:** Carroll-ELA  
Gilbert-Math

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on state and district assessments in reading and math, improving Tier II instruction was identified as a building priority. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting and improving Tier II 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 commits to refining our systems and structures for Tier II instruction by focusing on the prerequisite skills needed for all students to master the grade level curriculum.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Monthly	Provide professional development to support and sustain the implementation of tier II instruction.	D. Gilbert C. Carroll	Afterschool PD	
1/6/25	Leverage teacher leaders to model tier II instructional practices	K- 5 Teachers	Classroom coverage to support learning walks across grade levels.	
1/17/25	Collect and analyze student data to identify students for Tier II interventions	K- 5 Teachers	RTI, MTSS	
2/14/25	Encourage flexibility between classrooms to best provide interventions based on student need	D. Kivlehan E. Bielass	Master Scheduling Monitoring effective use of WIN	
1/6/25 2/3/25 3/3/25	Prioritize WIN as an academic expectation with a focus on data and flexible groupings for remediation and acceleration.	D. Kivlehan E. Bielass	Mater Schedule	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/15/25	Progress monitoring (DIBELS, Equip, NWEA skills checklist)	Collection and analysis of data to inform student groups and sharing.	
1/15/25	NWEA Math – Grades K-5 NWEA Reading- Grades 3-5 DIBELS – Grades K-2	Decrease of 10% in students identified as in need of additional interventions	
1/31/25	Peer learning walks	Tier II best practices with reflection on improving instruction.	
2/28/25	PD Participation	Review UFLI & Word Connections best practices	
3/31/24	Walkthrough data	85% of classrooms have successful Implementation and utilization of Tier II resources in small group and WIN	

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

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

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

**School Lead:** Carroll-ELA  
Gilbert-Math

**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
Based on state and district assessments in reading and math, improving Tier II instruction was identified as a building priority. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting and improving Tier II 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 commits to refining our systems and structures for Tier II instruction by focusing on the prerequisite skills needed for all students to master the grade level curriculum.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Monthly	Provide professional development to support and sustain the implementation of Tier II instruction.	D. Kivlehan E. Bielass D. Gilbert C. Carroll	Afterschool PD	
4/7/25	Leverage teacher leaders to model tier II instructional practices	D. Gilbert C. Carroll K- 5 Teachers	Classroom coverage to support learning walks across grade levels.	
6/13/25	Collect and analyze student data to identify students for Tier II interventions for September.	K- 5 Teachers	RTI, MTSS	
6/20/25	Celebrate student and teacher success.	D. Kivlehan E. Bielass	Data Meetings	
4/7/25 5/5/25 6/2/25	Prioritize WIN as an academic expectation with a focus on data and flexible groupings for remediation and acceleration.	D. Kivlehan E. Bielass		

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/15/25	Progress monitoring (DIBELS, Equip, NWEA skills checklist)	Collection and analysis of data to inform student groups and sharing.	
6/15/25	NWEA Math – Grades K-5 NWEA Reading- Grades 3-5 DIBELS – Grades K-2	Decrease of 10% from Winter screening in students identified as in need of additional interventions	
4/30/25	Peer learning walks.	Tier II best practices with reflection on improving instruction.	
6/20/25	Using data to celebrate student and teacher success.	Increase in literacy and numeracy proficiency.	
6/22/25	Walkthrough data	100% of classrooms have successful Implementation and utilization of Tier II resources in small group and WIN	

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

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

<b>Key Strategy 1:</b> Intentional Welcoming/Class Environment	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on panorama data, improving student voice and sense of belonging has been identified as building priorities. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting social emotional learning and equity in our building.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Webster commits to expanding out intentional welcoming school and class environment by focusing on the Culturally Responsive-Sustaining Education framework, PAX, and inclusivity of our extensive English as a New Language a supportive, successful learning environment in which all children are equipped with the skills and supports to thrive.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
9/3/24	Encourage participation of Equity and School Climate team meetings	D. Kivlehan E. Bielass C. Welch	Sign-up sheet during first staff meeting Calendar of dates for meetings Reminders of meetings via email and newsletter	
9/3/24	Ensure classroom norms (PAX vision) is culturally relevant to all students and reflective of their values and norms	K. Cleveland PAX Consultant	PAX Consultant Webster Look-for’s to include PAX	
9/27/24	Establish a cross linguistic student ambassador team to welcome new students and provide school tours in home languages	M. Van Riper M. Clark V. Byrnes	Time	
9/27/24-10/25/24	Empowering student voice and sense of community through Student Council and Wolfpack Celebrations	D. Kivlehan Teacher TBD	21 <sup>st</sup> Century Grant	
10/17/24	Provide professional development to expand knowledge on the CRSE framework.	K. Cleveland D. Kivlehan E. Bielass C. Welch	DEB Department, Unit 1 PD	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
10/25/24	Climate Survey data – Created based on Panorama from 23-24 School Year	5% increase in positive responses from Spring 24-October 24	
9/27/24-10/25/24	PAX Walkthrough Data	Baseline data collection of Splems	

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

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

<b>Key Strategy 1:</b> Intentional Welcoming/Class Environment	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on panorama data, improving student voice and sense of belonging has been identified as building priorities. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting social emotional learning and equity in our building.

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**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
11/4/24 12/2/25	Post multilingual signage and student work throughout the building.	ENL team- Steps to the Seal students	Signage Student work Translation resources	
11/29/24 12/20/25	Empowering student voice and sense of community through Student Council and Wolfpack Celebrations	D. Kivlehan E. Bielass C. Welch Teacher TBD	21 <sup>st</sup> Century Grant	
11/29/24 12/20/25	Review PBIS protocols to identify and dismantle disproportionality and trends	C. Welch K. Cleveland Equity and School Climate	PBIS Spreadsheet Time	
11/21/24 12/12/25	Provide professional development opportunities with an asset-based lens.	DEB Dept.	DEB Department, Unit 1 PD	
11/29/24 12/20/25	Review referral and student support data to identify and dismantle disproportionality and trends	C. Welch Equity and School Climate Student Support Team	SSC data School Tool referral data	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/29/24 12/20/25	PAX Walkthrough Data	2% decrease in Spleems from month-to-month	

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

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

<b>Key Strategy 1:</b> Intentional Welcoming/Class Environment	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on panorama data, improving student voice and sense of belonging has been identified as building priorities. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting social emotional learning and equity in our building.

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<b>IMPLEMENTATION PLAN (JANUARY – MARCH)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
01/6/25	Review PAX vision and classroom norms/expectations, adjusting as necessary	K- 5 Teachers	PAX Consultant	
01/31/25 02/28/25 03/28/25	Empower student voice and sense of community through Student Council and Wolfpack celebrations	K- 5 Teachers D. Kivlehan E. Bielass C. Welch	21 <sup>st</sup> Century Grant	
01/31/25 02/28/25 03/28/25	Review referral and student support data to identify and dismantle disproportionality and trends	C. Welch Equity and School Climate Student Support Team	SSC data School Tool referral data	
03/28/25	Establish a multicultural fashion show to celebrate our cultural diversity during Wolfpack	ENL Team	Traditional clothing from various cultures Time to organize Collaboration with families	
01/23/25 02/20/25 03/20/25	Provide Professional Development opportunities to support how to engage learners with alternative forms of communication in all school settings	KLASS District Team Speech and Language Pathologists	Unit 1 Professional Development Continuation during Monday Morning PLC’s	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
01/31/25 02/28/25 03/28/25	PAX Walkthrough Data	2% decrease in Spleems from month-to-month	
1/31/25	Climate Survey data – Created based on Panorama from 23-24 School Year	5% increase in positive responses from October 24-January 25	

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

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

<b>Key Strategy 1:</b> Intentional Welcoming/Class Environment	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on panorama data, improving student voice and sense of belonging has been identified as building priorities. Therefore, school systems, PLCs, and staffing decisions will be focused on supporting social emotional learning and equity in our building.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Webster commits to expanding out intentional welcoming school and class environment by focusing on the Culturally Responsive-Sustaining Education framework, PAX, and inclusivity of our extensive English as a New Language a supportive, successful learning environment in which all children are equipped with the skills and supports to thrive.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
4/25/25 5/30/25 6/26/25	Empower student voice and sense of belonging through Student Council and Wolfpack celebrations	K- 5 Teachers D. Kivlehan E. Bielass	21 <sup>st</sup> Century Grant	
4/25/25 5/30/25 6/26/25	Review referral and student support data to identify and dismantle disproportionality and trends	C. Welch Equity and School Climate Student Support Team	SSC data School Tool referral data	
6/17/25	Review and analyze level of success of integration for students from KCLASS program into consultant teacher/general education settings to determine next steps for the 25-26 school year	D. Kivlehan E. Bielass C. Welch KCLASS District Team Special Education K- 5 Teachers Parents	Survey created by stakeholders. Time for discussion Time for parent engagement opportunity	
6/17/25	Incorporate culturally diverse games during the end of the year field days	ENL Team Phys. Ed Team	Field days activity Time for collaboration	

**PROGRESS MONITORING (APRIL – JUNE)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
6/9/25	Student Survey Results (SCEP)	Increase in positive responses with clearer explanations as to less favorable outcomes	
4/25/25 5/30/25 6/20/25	PAX Walkthrough Data	2% decrease in Spleems on a month-to-month basis 18% decrease over the course of the year	

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

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

<b>Key Strategy 2:</b> School- Wide Classroom Daily Attendance Taking Protocol	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on district attendance data, increasing student attendance has been identified as a building priority. Improvement in attendance will result in increased opportunities for learning and student success. (Decreasing the percentage of chronic absenteeism from 41% to 30%.)

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

Webster School will refine the taking and reporting of accurate attendance to ensure that all students are accounted for and to continue to decrease the number student of chronic absenteeism.

**IMPLEMENTATION PLAN (AUGUST – OCTOBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
08/27/24	Define roles and responsibilities of attendance team members with the school community. Outline opportunities for outreach, support and expectations.	D. Kivlehan E. Bielass C. Welch	School Social workers School counselor Community partners K. Royce, office support person	
08/29/24	Present data of chronically absent students from the 2023-2024 school year and contact families via home visits, phone calls, etc. in preparation for start of new school year.	E. Bielass Attendance Team	School Tool Data Liaison Webster Data Padlet	
09/3/24	Ensure K- 5 teachers are trained in attendance taking protocols and outreach expectations.	E. Bielass K. Royce K- 5 Teachers	Opening day agenda Review in weekly newsletter Review in September faculty meeting	
9/3/24	Create a parent contact log to be maintained by K- 5 teachers regarding outreach and attendance monthly.	E. Bielass K. Royce K- 5 Teachers	Monitor use and encourage SIT referral when patterns begin	
09/4/24	Ensure daily attendance protocol is followed taken by classroom K- 5 Teachers.	Attendance Team Classroom K- 5 Teachers	Attendance taken in classrooms at 8:30 AM After 8:30 late students attendance is recorded at single point, 9:00 office verifies classroom attendance, 2:40 classroom attendance reverified by K- 5 Teachers.	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
08/29/24	Attendance Committee	Active Attendance Committee with roles and responsibilities defined	
09/3/24	Attendance Protocols	Attendance Protocols for K- 5 Teachers, families and students	
09/3/24	List of Chronically Absent Students	Chronically Absent students assigned to 1:1 attendance team member	
10/1/24 10/29/24	Attendance Data	Student attendance above 90%. Chronic absenteeism below 30%	

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

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

<b>Key Strategy 2:</b> School- Wide Classroom Daily Attendance Taking Protocol	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Based on district attendance data, increasing student attendance has been identified as a building priority. Improvement in attendance will result in increased opportunities for learning and student success. (Decreasing the percentage of chronic absenteeism from 41% to 30%.)

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 Webster School will refine the process for taking and reporting accurate attendance to ensure that all students are accounted for and to continue to decrease the number of students chronically absent.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/4/24 12/2/24	Continue the implementation of Rapid Response team to follow up with home visits of those students when chronically absent students are identified.	E. Bielass K. Royce Attendance Team	Webster Data Padlet Data Liaison Daily School Tool Reports	
11/5/24 - 12/3/24	Monitor attendance protocols are being followed with fidelity by attendance team and classroom teachers daily.	E. Bielass K. Royce	Daily School Tool Reports	
11/4/24	Visit families who have students identified as chronically absent list by attendance team.	E. Bielass Attendance Team	Identify families weekly during attendance team meetings Webster Data Padlet	
12/20/24	Recognize the most improved attendance from Severely Chronic Absentee list.	E. Bielass Attendance Team	Positive letter mailed home Drawings/prizes	
11/26/24 12/17/24	Review of classroom teacher communication log and entries to highlight areas of improvement or decline.	E. Bielass Attendance Team	Attendance team meetings	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/26/24 12/17/24	Attendance Data	Student attendance above 90%. Chronic absenteeism below 30%	
11/26/24 12/17/24	Attendance Folder	Weekly attendance meeting minutes with attendance team/rapid response action plans.	

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

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

<b>Key Strategy 2:</b> School- Wide Classroom Daily Attendance Taking Protocol	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on district attendance data, increasing student attendance has been identified as a building priority. Improvement in attendance will result in increased opportunities for learning and student success. (Decreasing the percentage of chronic absenteeism from 41% to 30%.)

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

Webster School will refine the process for taking and reporting accurate attendance to ensure that all students are accounted for and to continue to decrease the number of students chronically absent.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
1/7/25	Refer students and families for additional support based on chronic absenteeism percentage to ACCESS, Impact Team, Family Support Services.	E. Bielass Attendance Team	Weekly Attendance Meetings Webster Data Padlet	
1/14/25	Review data to identify trends in chronically absent students (report out by grade level)	E. Bielass Attendance Team	Weekly Attendance Meetings Webster Data Padlet	
1/28/25 2/25/25 3/25/25	Identify effective outreach strategies and update incentives for chronically absent students.	E. Bielass Attendance Team	Beginning of each month at attendance team meetings	
1/28/25 2/25/25 3/25/25	Maintain accurate documentation of all family outreach calls and communication in School Tool	E. Bielass K. Royce K- 5 Teachers Attendance Team	Run monthly School Tool report and highlight success in newsletters	

**PROGRESS MONITORING (JANUARY – MARCH)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
1/28/25 2/25/25 3/25/25	Attendance Data	Student attendance above 90%. Chronic absenteeism below 30%	

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

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

<b>Key Strategy 2:</b> School- Wide Classroom Daily Attendance Taking Protocol	<b>School Lead:</b> Bielass
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**

Based on district attendance data, increasing student attendance has been identified as a building priority. Improvement in attendance will result in increased opportunities for learning and student success. (Decreasing the percentage of chronic absenteeism from 41% to 30%.)

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Webster School will refine the process for taking and reporting accurate attendance to ensure that all students are accounted for and to continue to decrease the number of students chronically absent.

**IMPLEMENTATION PLAN (APRIL – JUNE)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
4/1/25	Create action plans for student approaching the chronic absent designation	E. Bielass Attendance Team	Incentives leading up to and during New York State Testing	
4/29/25 5/20/25 6/17/25	Continuation of attendance protocol implementation for classroom K- 5 Teachers, families, Attendance Team, Rapid Response Team.	E. Bielass Attendance Team	Attendance Team meetings Webster Data Padlet	
6/26/25	Recognition of students with improved attendance (decrease in chronic absenteeism) with incentives.	D. Kivlehan E. Bielass C. Welch Attendance Team	Awards distributed to each classroom Webster Data Padlet	
6/17/25	Review of chronically absent students to prepare outreach plan for start-up of following school year. Create opportunities with incentives to be proactive for attendance.	E. Bielass Attendance Team	Webster Data Padlet	
6/17/25	Create attendance goals and action plans for the following school year based on year-end data	E. Bielass Attendance Team	Identify students and families in need of immediate support for September	

**PROGRESS MONITORING (APRIL – JUNE)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/17/25	Attendance Protocol including data review	Decrease in the number of chronically absent students.	
6/26/25	Attendance Data	Student attendance above 90%. Chronic absenteeism below 30%	

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

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

<b>Key Strategy 1:</b> Multi-Tiered System of Supports	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using data from NWEA, NYS ELA and Math scores, chronic absenteeism rate, and disciplinary data from School Tool and internal data tracking systems we identified the need to expand our MTSS process. Possible root causes for our current standings include a need for more concise and consistent supports for families, disciplinary and engagement procedures that are sensitive to culturally relevant and trauma-informed practices, and a lack of actionable steps utilizing the Culturally Responsive Tiered Fidelity Inventory.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, Webster School had 87 students had Impact team support, 67 students were supported through Promise Zone, 18 families were supported through Family and Student Support Services, and 40 students in grades K-5 went through the SIT process. Even with this number of students and families being supported, Webster school achieved 22% proficiency in ELA, 18% proficiency in math, and had a chronic absenteeism rate of 42%. Next year we will expand the MTSS process by developing consistent MTSS teams with predetermined dates and times of meetings that are prioritized over other responsibilities, frequent data meetings with all stakeholders, and a review of disciplinary policies and procedures that are implemented by all with a culturally relevant and therapeutic mindset.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/29/24	Establish MTSS Teams and Systems; Date/time of meetings, roles of participants, frequency of meetings, communication with all staff after meetings	C. Welch	Time Budget People	
8/29/24	Define discipline policies and procedures and behaviors impacting student learning (Office Managed versus Classroom Managed behaviors)	C. Welch Equity and School Climate Team Members Student Support Team Members	<a href="#">Behavior Response Policy and Procedures</a>	
9/6/24	Identify current practices using Culturally Responsive Tiered Fidelity Inventory – Will need professional development or further guidance	C. Welch MTSS Team Members	<a href="#">Culturally Responsive Tiered Fidelity Inventory</a>	
9/19/24	Review MTSS process and stakeholders with all staff through a professional development opportunity	C. Welch D. Kivlehan E. Bielass J. Milana MTSS Team Members	Unit 1 Professional Development	
9/23/24- 9/27/24	Facilitate data meetings with students and staff to analyze beginning of year data and identify students in need of additional supports (academic, attendance, and discipline)	D. Kivlehan E. Bielass C. Welch	Time District Data Coach to Develop Student Data Sheet	

**PROGRESS MONITORING (AUGUST – OCTOBER)**

<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/6/24	Culturally Responsive Tiered Fidelity Inventory	Webster School's initial starting point	

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

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

<b>Key Strategy 1:</b> Multi-Tiered System of Supports	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using data from NWEA, NYS ELA and Math scores, chronic absenteeism rate, and disciplinary data from School Tool and internal data tracking systems we identified the need to expand our MTSS process. Possible root causes for our current standings include a need for more concise and consistent supports for families, disciplinary and engagement procedures that are sensitive to culturally relevant and trauma-informed practices, and a lack of actionable steps utilizing the Culturally Responsive Tiered Fidelity Inventory.

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 In the 2023-2024 school year, Webster School had 87 students had Impact team support, 67 students were supported through Promise Zone, 18 families were supported through Family and Student Support Services, and 40 students in grades K-5 went through the SIT process. Even with this number of students and families being supported, Webster school achieved 22% proficiency in ELA, 18% proficiency in math, and had a chronic absenteeism rate of 42%. Next year we will expand the MTSS process by developing consistent MTSS teams with predetermined dates and times of meetings that are prioritized over other responsibilities, frequent data meetings with all stakeholders, and a review of disciplinary policies and procedures that are implemented by all with a culturally relevant and therapeutic mindset.

<b>IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
11/24 Aligned to MP1	Monitor current practices using Culturally Responsive Tiered Fidelity Inventory	C. Welch MTSS Team Members	<a href="#">Culturally Responsive Tiered Fidelity Inventory</a>	
11/22/24 12/20/24	Review, monitor, and adjust MTSS Teams and Systems based on feedback from team members and SLT members	MTSS Teams SLT Members	Feedback Form – To be developed by the MTSS Teams	
11/21/24	Review and refine current SIT referral process with the Instructional Leadership Team and present to all staff through a professional development opportunity.	MTSS Team ILT Unit 1 Staff	Unit 1 Professional Development	
10/24- 11/24 Monday mornings	Facilitate initial SIT meetings for 24-25 school year referrals. Develop and implement plans based on academic, behavioral, and attendance data	MTSS Team	Time People (Substitutes)	
6-8 Week Rotation	Review data aligned to Tier 1 practices to identify and disaggregate academic, attendance, and behavioral data to identify students in need of additional supports	D. Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough data NWEA/DIBELS data Attendance data – School Tool Referral/Internal Disciplinary Data – SchoolTool and Forms	

<b>PROGRESS MONITORING (NOVEMBER – DECEMBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
11/24 Aligned to MP 1	Culturally Responsive Tiered Fidelity Inventory	Progress towards full implementation in tier 1 components	

11/22/24 12/20/24	MTSS Feedback Form	Clearer understanding and more succinct systems and structures as per staff feedback form	
Ongoing	School Tool Disciplinary Referrals School Tool Attendance Reports	Decrease number of referrals by 10% and increase student attendance by 5% as compared to correlating months in 2023-24	

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

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

<b>Key Strategy 1:</b> Multi-Tiered System of Supports	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using data from NWEA, NYS ELA and Math scores, chronic absenteeism rate, and disciplinary data from SchoolTool and internal data tracking systems we identified the need to expand our MTSS process. Possible root causes for our current standings include a need for more concise and consistent supports for families, disciplinary and engagement procedures that are sensitive to culturally relevant and trauma-informed practices, and a lack of actionable steps utilizing the Culturally Responsive Tiered Fidelity Inventory.

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 In the 2023-2024 school year, Webster School had 87 students had Impact team support, 67 students were supported through Promise Zone, 18 families were supported through Family and Student Support Services, and 40 students in grades K-5 went through the SIT process. Even with this number of students and families being supported, Webster school achieved 22% proficiency in ELA, 18% proficiency in math, and had a chronic absenteeism rate of 42%. Next year we will expand the MTSS process by developing consistent MTSS teams with predetermined dates and times of meetings that are prioritized over other responsibilities, frequent data meetings with all stakeholders, and a review of disciplinary policies and procedures that are implemented by all with a culturally relevant and therapeutic mindset.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
6-8 Week Rotation	Review data aligned to Tier 1 practices to identify and disaggregate academic, attendance, and behavioral data to identify students in need of additional supports	D. Kivlehan E. Bielass C. Welch D. Gilbert K. Carroll	Walkthrough data NWEA/DIBELS data Attendance data – SchoolTool Referral/Internal Disciplinary Data – SchoolTool and Forms	
1/20/24-1/24/24	Facilitate data meetings with students and staff to analyze mid-year data and identify students in need of additional supports (academic, attendance, and discipline)	D. Kivlehan E. Bielass C. Welch	Time <a href="#">Webster Data Reflection</a>	
2/7/25	Monitor current practices using Culturally Responsive Tiered Fidelity Inventory	D. Kivlehan E. Bielass C. Welch MTSS Teams	<a href="#">Culturally Responsive Tiered Fidelity Inventory</a>	
2/7/25	Review, monitor, and adjust MTSS Teams and Systems based on feedback from team members and SLT members	MTSS Teams SLT Members	Feedback Form – To be developed by the MTSS Teams	
Ongoing	Implement SIT process on a weekly basis to monitor and adjust individualized plans to best support student academic, behavioral, and attendance needs	SIT Team	People Time	

<b>PROGRESS MONITORING (JANUARY – MARCH)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
2/7/25	Culturally Responsive Tiered Fidelity Inventory	Progress towards full implementation in Tier 1 Components and beginning phases of Tier 2 Components	
1/24/25	NWEA Data DIBELS Data	Students going through the SIT process making growth towards proficiency	
Ongoing	School Tool Disciplinary Referrals School Tool Attendance Reports	Decrease number of referrals by 10% and increase student attendance by 5% as compared to correlating months in 2023-24	

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

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

<b>Key Strategy 1:</b> Multi-Tiered System of Supports	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using data from NWEA, NYS ELA and Math scores, chronic absenteeism rate, and disciplinary data from SchoolTool and internal data tracking systems we identified the need to expand our MTSS process. Possible root causes for our current standings include a need for more concise and consistent supports for families, disciplinary and engagement procedures that are sensitive to culturally relevant and trauma-informed practices, and a lack of actionable steps utilizing the Culturally Responsive Tiered Fidelity Inventory.

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<b>IMPLEMENTATION PLAN (APRIL – JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
6/6/25	Reflect on practices from the year using Culturally Responsive Tiered Fidelity Inventory and develop next steps for the 25-26 school year	D. Kivlehan E. Bielass C. Welch MTSS Teams	<a href="#">Culturally Responsive Tiered Fidelity Inventory</a>	
6/6/25	Review, monitor, and adjust MTSS Teams and Systems based on feedback from team members and SLT members	MTSS Teams SLT Members	Feedback Form – To be developed by the MTSS Teams	
4/18/25-5/30/25	Adjust school wide behavioral expectations and discipline policy and procedures based on current year’s data and need	C. Welch Equity and School Climate Team Student Support Team	<a href="#">Webster Behavior Response Policy and Procedures</a> <a href="#">Webster Behavior Matrix</a>	
6/16/25-6/20/25	Facilitate data meetings with students and staff to analyze end of year data to reflect on student growth throughout the year.	D. Kivlehan E. Bielass C. Welch	Time <a href="#">Webster Data Reflection</a>	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
6/6/25	Culturally Responsive Tiered Fidelity Inventory	Full implementation of Tier 1 components and partial implementation of Tier 2 components	
6/16/25	NWEA Data DIBELS Data	Students going through the SIT process making growth towards proficiency	

Ongoing	School Tool Disciplinary Referrals School Tool Attendance Reports	Decrease number of referrals by 10% and increase student attendance by 5% as compared to correlating months in 2023-24	
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<b>Notes/Reflections/Potential Adjustments to Inform 2025-26 Planning</b>

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

<b>Key Strategy 2:</b> Social Emotional Learning	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using SchoolTool referrals, Panorama survey results, internal Student Support Data, and Second Step data, Webster Elementary needs to empower K- 5 Teachers to preserve the learning environment through culturally responsive and trauma-informed preventative practices and strategic social skills groups with social workers, school counselors, and community-based partners to support social emotional learning.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, Webster Elementary implemented Second Step Curriculum, created an internal tracking system for students supported in the Student Support Center, and facilitated behavioral data-digs using data to analyze trends, determine misconceptions, and identify disparities. Next year we will expand our SEL practices with more oversight of Second Step curriculum, more consistent and strategic SEL groups, and more professional development utilizing TCIS practices within the classroom setting.

<b>IMPLEMENTATION PLAN (AUGUST – OCTOBER)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
8/29/24	Communicate expectations surrounding calm-down corners, buddy reset rooms, and other classroom based self-regulation supports	D. Kivlehan E. Bielass C. Welch	Time, Budget (New staff in need of materials)	
8/21/24	Develop systems to monitor classroom use of Second Step curriculum and communicate with classroom staff	D. Kivlehan E. Bielass C. Welch	Second Step Admin Reports, Accountability Tool	
8/28/24	Ensure designated and effective time in master schedule for social-emotional learning through the Second Step curriculum	D. Kivlehan E. Bielass SLT	<a href="#">Webster Master Schedule 24-25.xlsx</a>	
Ongoing monthly	Provide Professional Development opportunities to introduce and review TCIS strategies and trauma-informed practices	C. Welch Behavioral Support Specialists	Time - Monday PLC time 1x/month People – Trained to train TCIS	
9/3/24	Facilitate meetings between receiving K- 5 Teachers and previous teacher/student support staff to review individual behavioral supports and plans	Student Support Staff K- 5 Teachers	Time	

<b>PROGRESS MONITORING (AUGUST – OCTOBER)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
9/30/24 10/31/24	Second Step Progress Report	K- 5 Teachers consistently using the program	
9/30/24 10/31/24	SchoolTool Referral Report	Less than 5 referrals monthly	
9/30/24 10/31/24	Student Support Center Form	Decrease in number of occurrences by 10% as compared to correlating months in 2023-24	

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

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

<b>Key Strategy 2:</b> Social Emotional Learning	<b>School Lead:</b> Welch
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 Through our needs assessment, using SchoolTool referrals, Panorama survey results, internal Student Support Data, and Second Step data, Webster Elementary needs to empower K- 5 Teachers to preserve the learning environment through culturally responsive and trauma-informed preventative practices and strategic social skills groups with social workers, school counselors, and community-based partners to support social emotional learning.

**If this is not a new key strategy, provide 1-2 sentences on how the school will expand or refine the key strategy.**  
 In the 2023-2024 school year, Webster Elementary implemented Second Step Curriculum, created an internal tracking system for students supported in the Student Support Center, and facilitated behavioral data-digs using data to analyze trends, determine misconceptions, and identify disparities. Next year we will expand our SEL practices with more oversight of Second Step curriculum, more consistent and strategic SEL groups, and more professional development utilizing TCIS practices within the classroom setting.

**IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Ongoing monthly	Provide Professional Development opportunities to review TCIS strategies and trauma-informed practices	C. Welch Behavioral Support Specialists	Time - Monday PLC time 1x/month People – Trained to train TCIS	
11/4/24 12/2/24	Review individual behavioral supports and plans between teacher and student support staff to modify based on data	Student Support Staff K- 5 Teachers D. Kivlehan E. Bielass	Time – Scheduled on SIT day to ensure substitutes	
11/22/24 12/20/24	Monitor classroom use of Second Step curriculum	D. Kivlehan E. Bielass C. Welch	Second Step Admin Reports Accountability Tool	
11/1/24	Establish lunch bunch and social groups, based on necessary skill, utilizing additional resources from second step	Student Support Staff	People – Including FSSS and Promise Zone, Time	

**PROGRESS MONITORING (NOVEMBER – DECEMBER)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
11/22/24 12/20/24	Second Step Progress Report	K- 5 Teachers consistently using the program	
11/22/24 12/20/24	School Tool Referral Report	Less than 5 referrals monthly	
11/22/24 12/20/24	Student Support Center Form	Decrease in number of occurrences by 10% as compared to correlating months in 2023-24	

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



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

<b>Key Strategy 2:</b> Social Emotional Learning	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using SchoolTool referrals, Panorama survey results, internal Student Support Data, and Second Step data, Webster Elementary needs to empower K- 5 Teachers to preserve the learning environment through culturally responsive and trauma-informed preventative practices and strategic social skills groups with social workers, school counselors, and community-based partners to support social emotional learning.

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 In the 2023-2024 school year, Webster Elementary implemented Second Step Curriculum, created an internal tracking system for students supported in the Student Support Center, and facilitated behavioral data-digs using data to analyze trends, determine misconceptions, and identify disparities. Next year we will expand our SEL practices with more oversight of Second Step curriculum, more consistent and strategic SEL groups, and more professional development utilizing TCIS practices within the classroom setting.

**IMPLEMENTATION PLAN (JANUARY – MARCH)**

Timeline	Essential Action Steps (Begin with a verb)	Person(s) Responsible	Resource Alignment (PD, People, Time, Budget, etc.)	P
Ongoing monthly	Provide Professional Development opportunities to review TCIS strategies and trauma-informed practices	C. Welch District Level Behavioral Support Specialists	Time - Monday PLC time 1x/month People – Trained to train TCIS	
1/31/25 2/28/24 3/28/25	Monitor classroom use of Second Step curriculum and provide individualized support based on usage when needed	D. Kivlehan E. Bielass C. Welch Social Workers Counselor	Second Step Admin Reports Accountability Tool PLC/Coaching Cycles for support	
1/6/25 2/3/25 3/3/25	Review and modify individual plans and SEL small groups based on Tier 1 data	MTSS Team	Time – Scheduled on SIT day to ensure substitutes	

**PROGRESS MONITORING (JANUARY – MARCH)**

Date	Progress Indicators	What do we hope to see?	What we actually saw:
1/31/25 2/28/25	Second Step Progress Report	K- 5 Teachers consistently using the program	
1/31/25 2/28/25 3/28/25	SchoolTool Referral Report	Less than 5 referrals monthly	
1/31/25 2/28/25 3/28/25	Student Support Center Microsoft Form	Decrease in number of occurrences by 10% as compared to correlating months in 2023-24	

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

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

<b>Key Strategy 2:</b> Social Emotional Learning	<b>School Lead:</b> Welch
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**Using the school’s needs assessment and considering root causes, why is the school selecting this strategy?**  
 Through our needs assessment, using SchoolTool referrals, Panorama survey results, internal Student Support Data, and Second Step data, Webster Elementary needs to empower K- 5 Teachers to preserve the learning environment through culturally responsive and trauma-informed preventative practices and strategic social skills groups with social workers, school counselors, and community-based partners to support social emotional learning.

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 In the 2023-2024 school year, Webster Elementary implemented Second Step Curriculum, created an internal tracking system for students supported in the Student Support Center, and facilitated behavioral data-digs using data to analyze trends, determine misconceptions, and identify disparities. Next year we will expand our SEL practices with more oversight of Second Step curriculum, more consistent and strategic SEL groups, and more professional development utilizing TCIS practices within the classroom setting.

<b>IMPLEMENTATION PLAN (APRIL– JUNE)</b>				
<b>Timeline</b>	<b>Essential Action Steps (Begin with a verb)</b>	<b>Person(s) Responsible</b>	<b>Resource Alignment (PD, People, Time, Budget, etc.)</b>	<b>P</b>
Ongoing monthly	Provide Professional Development opportunities to review TCIS strategies and trauma-informed practices	C. Welch Behavioral Support Specialists	Time – Monday PLC time 1x/month People – Trained to train	
4/25/25 5/30/25 6/13/25	Monitor classroom use of Second Step curriculum and provide individualized support based on usage	D. Kivlehan E. Bielass C. Welch Social Workers Counselor	Second Step Admin Reports Accountability Tool PLC/Coaching Cycles for support	
6/13/25	Reflect on implementation of Second Step with fidelity and consistency in classrooms and on an individual basis to identify areas of need as per Panorama	D. Kivlehan E. Bielass C. Welch K- 5 Teachers	Time Reflection Sheet Referral Data	

<b>PROGRESS MONITORING (APRIL – JUNE)</b>			
<b>Date</b>	<b>Progress Indicators</b>	<b>What do we hope to see?</b>	<b>What we actually saw:</b>
4/25/25 5/30/25	Second Step Progress Report	K- 5 Teachers consistently using the program	
4/25/25 5/30/25 6/20/25	School Tool Referral Report	Less than 5 referrals monthly	
4/25/25 5/30/25 6/20/25	Student Support Center Microsoft Form	Decrease in number of occurrences by 10% as compared to correlating months in 2023-24	

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

## END OF YEAR SURVEY

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

	<b>Staff Survey Questions</b> (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	The school's SCEP was communicated to all staff members and staff members understood it.	90% Strongly Agree	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% Strongly Agree	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	90% Strongly Agree	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	90% Strongly Agree	
5	It was evident that our school focused on numeracy and literacy.	90% Strongly Agree	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	90% Strongly Agree	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	90% Strongly Agree	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	100% Agree	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	100% Agree	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	100% Agree	

	<b>Student Survey Questions (Grades 3-5)</b> (From Spring District Climate Survey)	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>2024-25 Actual Results</b>
1	How positive or negative is the energy of the school? (SC1)	52%	75%	
2	At your school, how much does the behavior of other students hurt or help your learning? (SC3)	33%	60%	
3	How often do your K- 5 Teachers seem excited to be teaching your classes? (SC4)	48%	75%	
4	How often are people disrespectful to others at your school? (SS1)	24%	50%	
5	How often do students get into physical fights at your school? (SS2)	51%	75%	
6	How often do you worry about violence at your school? (SS4)	49%	75%	
7	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SS5)	51%	75%	
8	If you walked into class upset, how concerned would your teacher be? (TSR1)	58%	80%	
9	When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? (TSR2)	52%	75%	
10	How respectful is your teacher towards you? (TSR4)	72%	95%	

	<b>Family Survey Questions (From Spring Climate Survey)</b>	<b>2023-24 Results</b>	<b>2024-25 Desired Results</b>	<b>Actual Results</b>
1	How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities? (BE7)	TBD	60%	
2	How big of a problem is the following issue for becoming involved with your child's current school: The School is not welcoming to parents? (BE8)	TBD	80%	
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)	TBD	60%	
4	How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community? (BE10)	TBD	75%	
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)	TBD	85%	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	TBD	85%	
7	How motivating are the classroom lessons at your child's school? (SC2)	TBD	75%	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	TBD	80%	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	TBD	75%	
10	Overall, how much respect do you think the K- 5 Teachers at your child's school have for the children? (SC7)	TBD	80%	

## SCEP DEVELOPMENT TEAM PARTICIPATION

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2, 5/9, 5/16</i>
Dawn Kivlehan	Principal		4/11	4/16 and 4/20	5/20	5/17	5/20- 5/22	6/6- 6/11
Elizabeth Bielass	Vice Principal		4/11	4/16 and 4/20	5/20	5/17	5/20- 5/22	6/6- 6/11
Caitlin Welch	Vice Principal		4/11	4/16 and 4/20	5/20	5/17	5/20- 5/22	6/6- 6/11
Jennifer Horn	Teacher, Chief Union Representative		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Emily Bajish	Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Hope Goettel	Special Education Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Kristin Magnarelli	Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Katie Rivito	Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Kayla Shaut	Special Education Teacher			4/16 and 4/20			5/20- 5/22	6/6- 6/11
Amanda Andrews	Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Katie Carroll	ELA Coach		4/11	4/16 and 4/20	5/20	5/17	5/20- 5/22	6/6- 6/11
Deborah Gilbert	Math Coach		4/11	4/16 and 4/20	5/20	5/17	5/20- 5/22	6/6- 6/11
Katie Cleveland	Teacher, DEB Lead		4/11	4/16 and 4/20	5/20		5/20- 5/22	6/6- 6/11
Maria Van Riper	ENL Teacher		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Kristin Monica	School Counselor		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Ja'nita Wright	Social Worker		4/11	4/16 and 4/20			5/20- 5/22	6/6- 6/11
Mamie Howard	Social Worker		4/11				5/20- 5/22	6/6- 6/11
Kemoy Jones	Teacher			4/16 and 4/20			5/20- 5/22	6/6- 6/11
Gerthy Davis	Parent						5/20- 5/22	6/27
Laiza Semidey	Parent						5/20- 5/22	6/27

## 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**

We interviewed a group of students in grades 3-5 had the opportunity to give more perspective and understanding to the Panorama Survey data through 1:1 interviews. SLT decided to take the highest and lowest questions from each Panorama Survey category to gain more insight as to how and why students feel how they do. This group of students included students with IEPs, English Language Learners, students with behavioral needs, and students achieving at or above grade level. These students gave insights as to peer-peer interactions, student-teacher interactions, overall disciplinary views, and things that help and hurt their learning. We used this information to drive many components of the SCEP, most heavily in Attendance Commitment Key Strategy 1: Intentional Welcoming/Class Environment and Student Supports Commitments Key Strategy 2: Social Emotional Learning.