



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Geneva City School District	West Street School	K-2

Collaboratively Developed By:

The West Street School SCEP Development Team:

Tricia Budgar, Christopher Smith, Jamie Wagner, Kathryn Roberts, Jess O'Neill, Jennifer Davison, Jamie Norcott, Kaci Sciarabba, Robert Jarecke, Marni McCarthy, Katie Jarema, Deb Mittiga

And in partnership with the staff, students, and families of West Street School.

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

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

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

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

Other (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

The Student Interview process informed the team's plan by providing direct insights into students' perspectives, needs, challenges, and experiences. Here's how it influenced the planning:

1. **Identified Real Needs and Concerns**

Interviews revealed what students were genuinely struggling with—whether academic needs, lack of resources, or unclear expectations. These authentic voices helped the team prioritize issues that mattered most to the student body.

2. **Shaped Targeted Solutions**

By understanding specific pain points (e.g., students feeling disengaged in certain classes or needing more mental health support), the team was able to design more targeted and relevant solutions rather than relying on assumptions.

3. **Increased Empathy and Buy-In**

Hearing student voices firsthand encouraged a more student-centered approach. It also created a sense of accountability, knowing they were acting on real voices, not just data points.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The team has determined that the strategies within this plan are likely to result in improved subgroup performance by intentionally selecting and implementing **high-leverage strategies grounded in John Hattie's Visible Learning research**, focusing on those with the highest effect sizes. These strategies were chosen based on their proven impact on student learning and their alignment with the specific needs of the identified subgroup(s).

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Classroom Discussion	X NEW ☐ EXPAND ☐ REFINE	Historical data shows 49% of students K-2 were reading on grade level at the end of the 2024 school year . This means 51% of students were not reading on grade level. Language comprehension is critical for reading success. The science of reading informs us that students cannot read and comprehend what they cannot say. Classroom Discussion supports targeted subgroups such as ELL, low SES, and students with disabilities. Classroom Discussion meets intensive strategic and core learner needs. Classroom discussion is a highly effective strategy, scoring a .82 on the Hattie Scale. Per Literacy Hallmark 2, talk and discussion build both conversation and language knowledge. Key features of classroom discussion structure include clear goals and expectations, open-ended questions and diverse viewpoints, facilitated by the teacher to ensure conversations stay focused and inclusive, and feedback and scaffolding to deepen learning.

Implementation

How will we do this?

KEY STRATEGY 1

Classroom Discussions

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
A. The team will determine and differentiate accountable talk stems for each grade level based on grade-level standards and expectations. Documentation and resources will be created for each classroom.		July 2025
The team will plan a professional learning session for the opening days of school. This session will include learning from the NYS Literacy Brief 5, understanding the importance of student talk, and how language development directly correlates to literacy achievement. The accountable talk stems for each grade level will be shared with support for when and how to use them.		July 2025
The team will determine the fishbowl learning structure's timeline, process, and documentation that aligns with the three discussion strategies. - update: UFLI observations for fidelity and balance of student/teacher talk		July/ August 2025
The team will determine the timeline, process, and documentation for student reflection and goal setting that aligns with the three discussion strategies.		July/ August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
A. The team will lead professional learning for grades K-2 to introduce accountable talk stems: purpose and implementation. <i>Accountable talk stems are pre-planned and differentiated based on grade-level standards and expectations</i>		September 2025
During POD and/or grade-level meetings, teachers will bring evidence to share and discuss how they are implementing accountable talk stems.		October 2025- June 2026
In PODs, teachers will engage in a fishbowl rotation to observe and learn from other POD members, focusing on implementing discussion strategies.		October 2025-June 2026
Students will self-reflect on their work during student discussion opportunities. They will then engage in goal-setting to improve their discussion skills.		October 2025 -June 2026
In the second trimester, the team will lead professional learning on the think, pair, share strategy. - (this strategy is happening but we need some professional development)		December 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
During POD and/or grade-level meetings, teachers will bring evidence to share and discuss how they implement discussion strategies. (Revision of POD time was adopted due to TFI and need for Tier 2 student meetings)		December 2025
In PODs, teachers will engage in a fishbowl rotation to observe and learn from other POD members, focusing on implementing discussion strategies. (Fishbowls could be best utilized in UFLI and math, 2 people from each POD to start) <i>Explicit Instruction regarding Fishbowls on 2-2 faculty meeting.</i>		October 2025-June 2026
Students will self-reflect on their work during student discussion opportunities. They will then engage in goal setting to improve their discussion skills.		October 2025-June 2026

Instructional Key Strategies for Improvement

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
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Team will, in the third trimester, lead professional learning on gallery walks (details to be discussed)		March 2026
Progress Monitoring		

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>

Instructional Key Strategies for Improvement

Early Progress Milestones

(implementation/outcome data)

Walkthrough
evidence of
classroom
discussion
strategies

Evidence of classroom
discussion strategies
implemented in their
classroom.

I-Ready Math &
Reading Scores

i-Ready Math and ELA Scores
will increase by 10%.

Times Observed Via Observations Late Fall 2025

Total # Observations Conducted	# Classrooms with Evidence of discussion strategies
15	B - 3
	P - 9
	D - 3

% On Grade level i-Ready (ELA)

Grade	i-Ready Spring (2025)	i-Ready Fall (2025)
K	81%	24%
1	43%	13%
2	38%	15%
3		29%

% on Grade Level iReady (Math)

Grade	i-Ready Spring (2025)	i-Ready Fall (2025)
K	60%	14%
1	35%	5%
2	30%	9%
3		6%

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)

Teacher evidence of classroom discussion strategies

Reflections from the classroom POD Fishbowl Rotation

i-Ready Math & Reading Scores

100% of teachers provide evidence of classroom discussion strategies implemented in their classroom.

100% of teachers will participate in the classroom POD Fishbowl Rotation

i-Ready Math and ELA Scores will increase by 10%.

% On Grade level i-Ready (ELA)

Grade	i-Ready Fall (2025)	i-Ready Winter (2026)
K	24%	44%
1	13%	25%
2	15%	33%
3	29%	39%

% on Grade Level iReady (Math)

Grade	i-Ready Fall (2025)	i-Ready Winter (2026)
K	14%	33%
1	5%	15%
2	9%	14%
3	6%	16%

Instructional Key Strategies for Improvement

**End-of-the-Year
Targets**
(outcome data)

Walkthrough
evidence of
classroom
discussion
strategies

Teacher's
evidence of
classroom
discussion
strategies

Reflections
from the
classroom POD
Fishbowl
Rotation

I-Ready Math &
Reading Scores

Evidence of classroom
discussion strategies
implemented in their
classroom.

100% of teachers provide
evidence of classroom
discussion strategies
implemented in their
classroom.

100% of teachers will
participate in the classroom
POD Fishbowl Rotation

i-Ready Math and ELA Scores
will increase by 10%.

**# Times Observed Via
Observations
Winter 2025**

Total # Observations Conducted	# Classroom s with Evidence of discussion strategies
38	B - 5
	P- 30
	D - 3

**% on Grade Level
iReady
(ELA)**

Grade	i-Ready Winter (2026)	i-Ready Spring (2026)
K	44%	
1	25%	
2	33%	
3	39%	

% on Grade Level

Instructional Key Strategies for Improvement

	Student survey data	A 20% increase in survey data from May 2025 to May 2026, with comments related to opportunities for student discussion.	iReady (Math)		
			Grade	i-Ready Winter (2026)	i-Ready Spring (2026)
			K	33%	
			1	15%	
			2	14%	
			3	16%	
			Student Survey Data		
			May 2025	May 2026	

Student survey data

A 20% increase in survey data from May 2025 to May 2026, with comments related to opportunities for student discussion.

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	I have opportunities to share my thinking during class time.	Classroom Discussion		100% of students answered yes.	YES - 78% NO- 22%
Staff Survey	I implemented research-based practices to foster class discussions. (Think-Pair-Share,	Classroom Discussion		100% of teachers answered yes.	

Instructional Key Strategies for Improvement

	Discussion Stems, Gallery Walks)				
Family Survey	My child shares what they are learning at school.	Classroom Discussion		100% of parents answer yes.	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**. **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Check and Connect	x NEW ☐ EXPAND ☐ REFINE	Data from student surveys has shown that students enjoy coming to school. The students enjoy attending school because they love learning, participating in morning meetings and work, and spending time with friends. They also appreciate the welcoming environment that the staff and students created, making each day enjoyable and meaningful. Check & Connect is a data-driven intervention model grounded in research on resilience and effective home-school collaboration. Student referrals are based on observable warning signs of potential school withdrawal, with a primary focus on attendance indicators such as: ● chronic absences ● tardiness ● behavioral or emotional concerns.

Non-Instructional Key Strategies for Improvement

		To identify students in need of support, please review the SchoolTool dashboard for: ● level 1 students with chronic absences or tardiness of 20% or more. ● level 2 students with chronic absences or tardiness ranging from 10–19%. Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Mentors regularly check students' levels of engagement, as reflected in their attendance, to guide their efforts to increase and maintain students' connections with school.
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Implementation

(How will we do this?)

KEY STRATEGY 1	We will utilize research-based resources from Attendance Works, implementing the Check and Connect Strategy.
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
The attendance team will identify level 1 (10-19% of chronic absences) and level 2 (20% or more) chronically absent or tardy students from September and October 2024.		July 2025
Identify who the members are on the check and connect team.		July 2025
Create care packages, and a team will deliver them to identified families from September and October 2025. Family Handouts		August 2025
The attendance committee will develop a building-wide process to address student absences.		August 2025
The attendance team will create a process using the School Tool analytics dashboard to track the process and attendance trends.		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Professional Development on Check and Connect and how this strategy will be utilized schoolwide. Rationale will be provided to explain the reason for its selection.		Opening Days- PD
The attendance team will assess and adjust the Check and Connect process.		September 2025
The attendance team will analyze the weekly attendance lists and connect with teachers regarding students who have been absent/tardy 20% or more (level 1)		Sept. 2025 and on-going
The attendance team will analyze the weekly attendance lists and connect with teachers regarding students who have been absent/tardy 10%-19% (level 2)		Sept. 2025 and on-going
Develop a multi-pronged publicity campaign to emphasize and encourage healthy attendance habits. Family Handouts		See RJ - Open House and

Non-Instructional Key Strategies for Improvement

		Parent Teacher conferences
SECOND HALF OF THE YEAR IMPLEMENTATION		
What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
The attendance team will continue to assess and adjust the Check and Connect process to ensure effectiveness.		ongoing
The attendance team will continue to analyze the weekly attendance lists and connect and collaborate with teachers to support identified students (level 1 and level 2)		ongoing

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>						
Early Progress Milestones (implementation/outcome data)	School Tool Analytic dashboard	The school's overall chronic absenteeism rate will not exceed 18%. (Level 1 + 2)	<table><tr><td colspan="2">Chronic Absenteeism Rate By Risk Level As of: Fall 2025</td></tr><tr><td>≤ 85% Level 1</td><td>≤ 90% Level 2</td></tr><tr><td>11.62% (46)</td><td>9.34% (37)</td></tr></table>	Chronic Absenteeism Rate By Risk Level As of: Fall 2025		≤ 85% Level 1	≤ 90% Level 2	11.62% (46)	9.34% (37)
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Mid-Year Benchmark(s) (outcome data)	School Tool Analytic dashboard	The school's overall chronic absenteeism rate will not exceed 18%. (Level 1 + 2)	<table><tr><td colspan="2">Chronic Absenteeism Rate By Risk Level As of: Winter 2026</td></tr><tr><td>≤ 85% Level 1</td><td>≤ 90% Level 2</td></tr><tr><td>15.14% (61)</td><td>14.64% (59)</td></tr></table>	Chronic Absenteeism Rate By Risk Level As of: Winter 2026		≤ 85% Level 1	≤ 90% Level 2	15.14% (61)	14.64% (59)
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15.14% (61)	14.64% (59)								
End-of-the-Year Targets (outcome data)	School Tool Analytic dashboard	The school's overall chronic absenteeism rate will not exceed 18%. (Level 1 + 2)	<table><tr><td colspan="2">Chronic Absenteeism Rate By Risk Level As of: Spring 2026</td></tr><tr><td>≤ 85% Level 1</td><td>≤ 90% Level 2</td></tr><tr><td></td><td></td></tr></table>	Chronic Absenteeism Rate By Risk Level As of: Spring 2026		≤ 85% Level 1	≤ 90% Level 2		
Chronic Absenteeism Rate By Risk Level As of: Spring 2026									
≤ 85% Level 1	≤ 90% Level 2								

Non-Instructional Key Strategies for Improvement

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	I have opportunities to set goals. I can achieve my goals.	Self-Efficacy		100% of students answered yes	Yes - 83% No - 17% ----- Yes - 83% No - 17%
Staff Survey	I provide authentic opportunities for students to set goals.	Self-Efficacy		100% of teachers answer yes	
Family Survey	My student feels empowered about their learning.	Self-Efficacy		100% of parents answer yes	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**. **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

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KEY STRATEGY	HOW TO DOES THIS COMPARE TO	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students?
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Non-Instructional Key Strategies for Improvement

	EXISTING EFFORTS?	Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Student Self-Efficacy	☐ NEW ☒ EXPAND ☐ REFINE	Student Self-Efficacy has an effect size of .72 - this is a high-leverage strategy to improve student outcomes. The DESSA screener is used 3 times each year and the data shows that across all 3 grade levels (K-2) the area of most need is self-awareness and goal-oriented behavior. In terms of the student surveys, students reported that the highlight of coming to school is seeing and engaging with peers and teachers. Self-efficacy includes peer modeling and teachers helping to foster goal setting while providing feedback that promotes students' belief in themselves when engaging in challenging tasks. WSS will utilize DESSA lessons to improve student beliefs and perseverance. WSS will also be embedding SEL components into curriculum writing while continuing to use Zones of Regulation as our tier 1 approach.

Implementation

(How will we do this?)

KEY STRATEGY 1 Student Self-Efficacy

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
The team will ensure the building has consistent posters and imagery in both English and Spanish to help students identify feelings/emotions. (Zones of Regulation)		September 2025
Team will identify DESSA lessons and Zones of Regulation lessons that highlight student self-efficacy, differentiated for each grade level.		July 2025
The team will identify picture books for each grade level that align with SEL Benchmark 1. (Books will be progressive/developmental for each grade level.)		August 2025
Develop a calendar for DESSA screening dates (October, Feb, May)		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Calendar of Zones of Regulation (ZOR) and DESSA lessons will be shared for grade levels.		September
Parent communication regarding the focus of self-efficacy, goals, and implementation.		September
Create a calendar and resource document of ZOR and DESSA lessons developed and shared with teachers.		Week of September 30
The Student Support Team will roll out to grade levels an introduction to Zones of Regulation and DESSA through a push-in model.		Weeks of October 1-10

Non-Instructional Key Strategies for Improvement

Principal/AP/Coaches will look for teacher and student use of DESSA/Zones of Regulation lessons and language. They will be looking for teaching of lessons, initial student use and understanding of DESSA/ZOR, and providing feedback to staff through the use of walkthroughs/data connected through checklists.	October-Feb
Professional development regarding DESSA (reporting and interpretation of data)	October-Feb
Principal/AP/Coaches will meet to disaggregate walkthrough and assessment data to determine next steps for teacher support. They will bring the walkthrough data to the SCEP team for next steps of implementation of the strategy.	October-Feb
Engage in a Data Wise Cycle with staff regarding DESSA results.	October
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Create a calendar and resource document of ZOR and DESSA lessons developed and shared with teachers.	February 2026 - EOY
Principal/AP/Coaches will look for teacher and student use of DESSA/Zones of Regulation lessons and language. They will be looking for teaching lessons, initial student use and understanding of DESSA/ZOR, and providing staff feedback through walkthroughs.	Feb-June
Principal/AP/Coaches will meet to disaggregate walkthrough and assessment data to determine next steps for teacher support. They will bring the walkthrough data to the SCEP team for the next steps of strategy implementation.	Feb-June
Engage in a Data Wise Cycle with SST regarding DESSA results. -	October

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)	DESSA Screener - Individual student scores on DESSA domains (self-awareness, self-management, etc.) - Number/percentage of students identified as "need for instruction," "typical," or "strength" across SEL competencies - Growth trends from fall, winter, and spring screenings - Disaggregated data by grade level, demographics, and subgroups	- Fall DESSA Screener completed for all students - Identified students referred for SEL support/intervention - SEL lessons are implemented consistently across classrooms - Baseline data used to guide initial tiered interventions	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	DESSA Screener - Individual student scores on DESSA domains (self-awareness, self-management, etc.) - Number/percentage of students identified as "need for instruction," "typical," or "strength" across SEL competencies - Growth trends from fall, winter, and spring screenings - Disaggregated data by grade level, demographics, and subgroups	• Winter DESSA Screener shows improvement for targeted students • Decrease in students classified as needing instruction • Evidence of progress from individual and group SEL interventions • 80%+ of students in the "typical" or "strength" categories across most SEL competencies	
End-of-the Year Targets (outcome data)	DESSA Screener - Individual student scores on DESSA domains (self-awareness, self-management, etc.) - Number/percentage of students identified as "need for instruction," "typical," or "strength" across SEL competencies - Growth trends from fall, winter, and spring screenings - Disaggregated data by grade level, demographics, and subgroups	• Demonstrated growth from fall to spring in SEL domains • Data used to inform SEL goals for the next school year and adjust the Multi-Tiered System of Supports (MTSS)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

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

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Non-Instructional Key Strategies for Improvement

Team Collaboration

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	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Ana lyze : Dat a Vari atio n Ide ntifi cati on	Ana lyze : Dat a Vari atio n Sha re and Exp lore	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Refl ect and Syn the size	Pla n Wri ting and Rev isio n
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</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>
Tricia Budgar	Principal							
Christopher Smith	Assistant Principal							
Jamie Wagner	Tier 1 Instructional Coach							
Jessica Comi	Tier 1 Instructional Coach							
Kathryn Roberts	Tier 1 Instructional Coach							
Robert Jarecke	Art Teacher - Department Chair							
Marni McCarthy	Special Education - Department Chair							
Jessica O'Neill	Special Education - Grade Level Lead							
Jennifer Davison	Grade 1 Teacher - Grade Level Lead							
Kaci Sciarabba	Kindergarten Teacher - Grade Level Lead							
Jamie Norcott	Kindergarten Teacher - Grade Level Lead							
Katherine Jarema	Special Education - Grade Level Lead							
Deb Mittiga	Grade 2 Teacher - Grade Level Lead							
Marilu Segura	Dual Language Teacher - Department Chair							
Tara Petrucci	BOE Member/Parent							