



# School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Kenmore-Tonawanda UFSD	Kenmore East	8-12

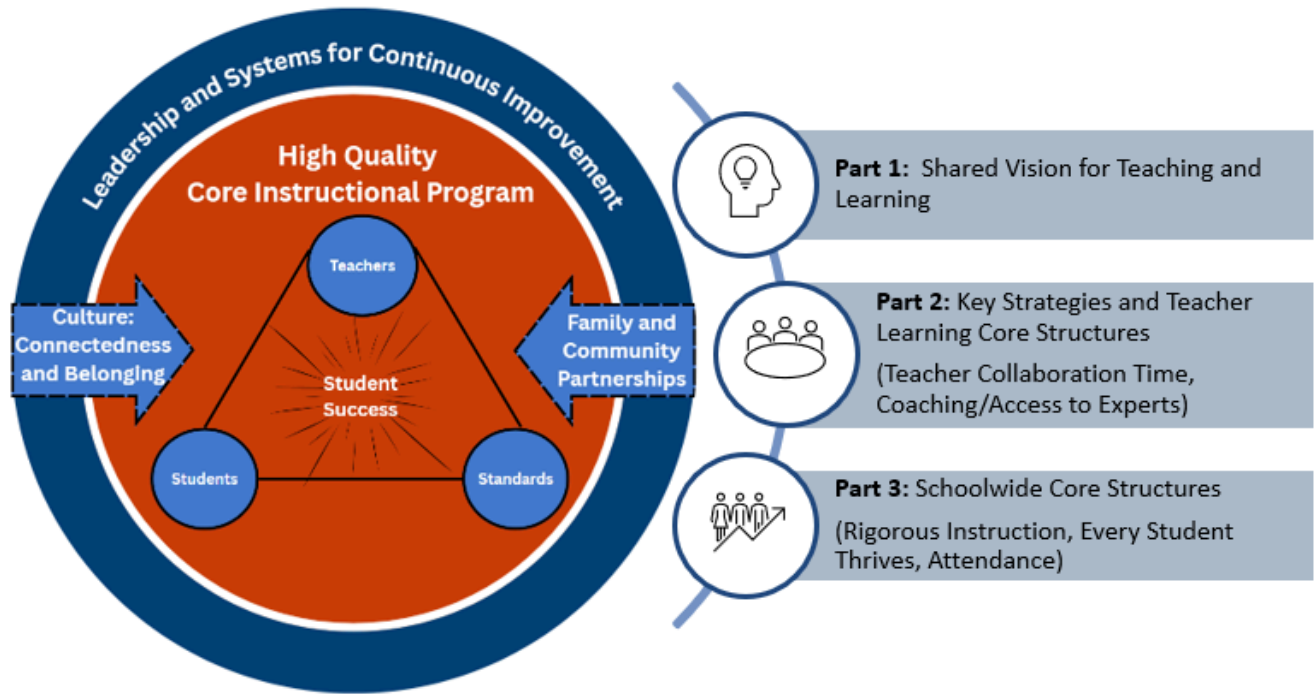
### Collaboratively Developed By:

**The Kenmore East High School SCEP Development Team**

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*And in partnership with the staff, students, and families of KENMORE EAST HIGH SCHOOL.*

Part 1: Shared Understand of High-Quality Teaching and Learning



### Part I: Connecting Our Shared Understanding for Teaching and Learning

**Purpose:** Ground the plan to the District’s shared understanding of what high-quality Tier 1 instruction looks like.

<p><b>High-Quality, Tier 1 Instruction:</b>  <i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i></p>	<p>We are a school community where teachers use clear goals, success criteria, and feedback to engage all students every day in cognitively demanding learning experiences grounded in reading, writing, speaking, and listening.</p>
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## Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

### Key Strategies/Instructional Priorities

Schools collaborate with their district to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

#### KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

**Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.**

Schools selecting “Other” should type the Key Strategy after the word “Other.”

### Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

#### Teacher Learning Core Structures

##### 1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers’ learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

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- Be connected to teachers’ daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

**2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

**Essential Question**

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	<i>PLCs: Teacher Collaborative Time</i>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	<p>Teachers in core departments (science, math, social studies, ELA, and some special education teachers) in grades 8 &amp; 9 will meet weekly (Monday) during a common planning time.</p> <p>Other teachers will meet weekly during a scheduled time within the work day.</p>	
What does this entail?	<ul style="list-style-type: none"> <li>● A schedule will create common planning/PLC time for core area teachers in grades 8 &amp; 9.</li> <li>● Leadership team/Department Chairs will plan appropriate PD sessions on PLC models and instruction utilizing cognitively demanding tasks.</li> <li>● Select teachers will participate in PLC training with building administration as turnkey trainers at summer retreat</li> <li>● PLC teams will Look at data from NYS assessment from the previous year, and create a plan of action to meet the needs of students who are not proficient.</li> <li>● ELA and math coaches will participate in these common planning time PLC meetings to facilitate and coach teachers on instructional strategies and PLC time to align with our instructional vision for Tier 1 instruction.                             <ul style="list-style-type: none"> <li>○ Teacher Clarity</li> <li>○ Cognitively demanding learning tasks</li> <li>○ Engagement in sources/texts, discourse, and writing</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>Math teachers will be provided with training utilizing <i>Building Thinking Classrooms</i> by Peter Liljedahl to strengthen Tier 1 math instruction through student-centered problem solving, collaborative discourse, and deeper mathematical thinking across all classrooms.</li> <li>Select teachers will participate in a BOCES consortium on Project Based Instruction</li> </ul>	
<b>Teacher Learning Core Structure</b>	<b>Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues)</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Teachers will be supported by an instructional coach that will meet with them in dedicated PLC time and be available for individual meetings and coaching. <u><i>Coaching for Excellence Grant (CfE)</i></u> <i>0.5 Literacy Coach, 0.5 Math Coach</i>	
<b>What does this entail?</b>	Instructional coaches will have the following priorities: <ul style="list-style-type: none"> <li>- Supporting teacher leading based on our vision for strong tier 1 instruction</li> <li>- The instructional coach's time and responsibilities will be reserved for instructional coaching. The coach will support modeling lessons, co-teaching, coaching cycle, working with groups of teachers to engage deeper in content, analyze student work/videos, and conduct lesson studies.</li> <li>- Supporting teacher teams to develop a PLC model based on data driven collaboratively developed goals based on our vision for Tier 1 instruction.</li> <li>- A minimum of 10 teachers are committed to participating in peer coaching during the 2026-27 school year.</li> <li>- The principal will collaborate with instructional coaches to ensure that their understanding of the district's vision for high-quality instruction is aligned.</li> <li>- The principal will join their instructional coach for a portion of all NYSED on-site in-person coaching sessions.</li> <li>- Admin and coaches will meet monthly to support coaching model.</li> </ul>	

## Implementation

*Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.*

### Preparing for a Successful Launch

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>	What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Plan for supporting Implementation of PLC:	<ul style="list-style-type: none"> <li>- Administrator Leadership Retreat, focus on PLC (July 21, 2026)</li> <li>- Schedules will be finalized allowing for PLC common planning times allowing for the review of district recommended assessment/CFA.</li> </ul>	July Aug

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<ul style="list-style-type: none"> <li>- Administrator and Coaches Planning Meeting - Schedule and Principal/Coach Agreements</li> <li>- Instructional coaches and select teachers will participate in the district training on teacher collaborative time facilitation.</li> </ul>	
<p>Plan for supporting implementation of Tier 1 Instructional Focus:</p> <ul style="list-style-type: none"> <li>- Department Chairs will participate in building level training on cognitively demanding tasks</li> <li>- Instructional coaches will work with others in the district to agree to district design principles for cognitively demanding tasks</li> <li>- Instructional coaches will work with others in the district to do an inventory of cognitively demanding tasks in current curriculum.</li> <li>- Admin and Instructional Leaders will develop PD sessions for opening days. Focus will be on Tier 1 instruction.</li> <li>- Summer Leadership Retreat: High Quality Tier 1 Instruction: Key Strategy Planning (admin/select teachers)</li> <li>- Create schedule of support and planning PD sessions aligned to Key Strategy 1</li> </ul>	July/Aug

Key Strategy I	
<b>KEY STRATEGY 1</b>	<b>Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.</b>

<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		<b>When will this be in place?</b>
<p>What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?</p>		
<p>Professional Learning Communities will be established to do the following:</p> <ol style="list-style-type: none"> <li>1- Analyze iReady benchmark data from September &amp; NYS Assessment Data (spring 2026)</li> <li>2- Set goals to meet student instructional needs based in standards reports that reflect cognitively demanding tasks</li> <li>3- Teachers and Administrators will use a meeting protocol/minutes notecatcher to set goals and monitor progress towards goals.</li> <li>4- Teachers will have PD from instructional coaches on successful models for PLC implementation.</li> <li>5- Teachers will participate in PLC time during the work day.</li> <li>6- PLC teams will Look at data from NYS assessment from the previous year, and create a plan of action to meet the needs of students who are not proficient and target instructional priorities.</li> </ol>	September -December 2026	
<p>Tier 1 Instructional support will include the following:</p> <ol style="list-style-type: none"> <li>1-Monitoring by admin and instructional leadership team will occur via learning walks.</li> <li>2-Instructional PD in the first week of school on high quality Tier 1 Instruction</li> <li>3- Instructional learning walks will begin.</li> <li>4- Instructional Leadership Team will create look for data tracker.</li> </ol>	September -December 2026	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		<b>When will this be in place?</b>
<p>What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?</p>		
<p>Professional Learning Communities will be continue to do the following:</p> <ol style="list-style-type: none"> <li>1- Analyze iReady benchmark data from January &amp; NYS Assessment Data (January 2026)</li> <li>2- monitor goals to meet student instructional needs based in standards reports that reflect cognitively demanding tasks</li> </ol>	March/April	

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<p>3- Teachers and Administrators will use a meeting protocol/minutes notecatcher to set goals and monitor progress towards goals.</p> <p>4- Teachers will have PD from instructional coaches on successful models for PLC implementation.</p> <p>5- Teachers will continue to participate in PLC time during the work day.</p> <p>6-PLC teams will look at data from multiple sources and create a plan of action to meet the needs of students who are not proficient and target instructional priorities.</p>	
<p>Tier 1 Instructional support will include the following:</p> <p>1-Monitoring by admin and instructional leadership team will occur via learning walks.</p> <p>2-Instructional PD in the conference days on high quality Tier 1 Instruction</p> <p>3- Instructional learning walks will continue.</p> <p>4- Instructional Leadership Team will utilize look for data tracker.</p>	March/April

## Progress Monitoring

**Directions:** Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

### Key Strategy I

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
<b>Evidence of Student Learning Improving</b>	Benchmark Data Common Assessments Data Review Learning Walks		
<b>Evidence of Teacher Practice Changing</b>	Learning Walks Feedback from Leadership meeting Minutes from PLC meetings		

What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
<b>Students will be...</b>	1) Engaging in tasks that demonstrate problem solving, sense making and reasoning. Students will be listening, speaking, reading and writing with peers and teachers.	

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	2) Able to report via survey and student leadership/representative groups the impact of instruction.	
<b>Teachers will be...</b>	<p>1) Using learning intentions, success criteria and explicit instruction to set up structures and routines for high levels of student engagement, discourse, productive struggle, problem solving, open ended questions.</p> <p>2) increasing their use of cognitively demanding tasks in the classroom via project based or similar strategies.</p> <p>3) Teachers will demonstrate reflection and growth via PLC model and feedback</p>	

**Survey Monitoring**

**Directions:** Identify 1 or 2 teacher survey questions from this year’s Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher perceptions. Input this year’s survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don’t Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey Question 1	SD/D	N	A/S A	ID K
<b>25-26 Needs Assessment</b>	<b>Our collaborative time helps us make sense of what high-Quality instruction looks like in action.</b>	22.4%	28.6%	49%	0%
<b>26-27 Needs Assessment</b>	<b>Our collaborative time helps us make sense of what high-Quality instruction looks like in action.</b>				

	Survey Question 2	SD. D	N	A/S A	IDK
<b>25-26 Needs Assessment</b>	<b>Collaborative time leads to meaningful changes in instructional practice across our team.</b>	34%	19%	46%	0%
<b>26-27 Needs Assessment</b>	<b>Collaborative time leads to meaningful changes in instructional practice across our team.</b>				

## Part 3: Schoolwide Core Structures

### Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

#### Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

**Planning Implications:** Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

#### Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
<b>Instructional Leadership Team Core Structure 1</b>	A schoolwide framework for high-quality instruction that the leadership team regularly <b>reviews, refines, and reinforces through shared look-fors and coordinated messaging.</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Monthly at Leadership Team Meetings. (September - June)	

### Part 3: Schoolwide Core Structures

What does this entail?	<ul style="list-style-type: none"> <li>• Select teacher and admin will be sent to district PLC training sessions</li> <li>• Administration will develop capacity through coaching by <i>Learning the Work</i> consultant.</li> <li>• Leadership team will develop clarification and messaging around “look fors” and align professional learning sessions to needs and expectations for both instruction and PLCs</li> <li>• Leadership team will create a system for reviewing progress and process for PLC meeting notes.</li> <li>• Leadership team will create a system for learning walks with admin including a schedule and data capture system, calibration for look fors, and a feedback/review cycle.</li> <li>• The school will utilize district-provided high level instructional materials aligned to NYSED Next Generation standards in ELA including Tier 1 reading interventions and EBLLI.</li> <li>• Monthly admin check-in with Instructional Coaches.</li> <li>• ILT formally reviews progress toward district Tier 1 instruction expectation, clarifies messages, allocates resources, targets professional learning, and continues to monitor instruction.</li> </ul>
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Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Team will develop instructional look fors that can be utilized in learning walks. Team will be able to solicit feedback (meeting minutes/protocol) from PLC teams to help develop ongoing support.

### Survey Monitoring

**Directions:** Identify 1 or 2 survey questions from this year’s Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year’s survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don’t Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD/D	N	SA/A	IDK
<b>25-26 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	27%	17%	56%	0%
<b>26-27 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.				

	Survey	Survey Question 2	SD/D	N	SA/A	IDK
<b>25-26 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	59%	9%	31%	0%
<b>26-27 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.				

## Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

### Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

### Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
<b>Every Student Thrives Core Structure 1</b>	<b>A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels</b> , identifying where students encounter conflicting messages or uneven experiences.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Our school PBIS/Foundations, Attendance SEL, and academic leadership teams will meet monthly to review Panorama and Infinite Campus MTSS Dashboard data to assess and identify areas of success and areas of need for student understanding of school wide expectations, routines and supports across the school. AIS/ACE team will meet quarterly with administration to track academic data and monitor programming. Additional quarterly meetings with leadership will support academic interventions, planning, and enrichment opportunities.	
<b>What does this entail?</b>	Behavior/MTSS Team <ul style="list-style-type: none"> <li>● A Safe and Civil Schools consultant will support our Foundations team and MTSS behavior work at our school</li> </ul>	

### Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> <li>• Foundations team will develop a meeting schedule for 26-27 with agenda, data collection, and notes</li> <li>• Foundations team will provide ongoing refresher training for Tier 1 behavioral interventions</li> <li>• Foundations team and administration will develop a manual of Standard Operating Procedures.</li> <li>• Select teachers will participate in training for Peer Mediation Protocols via Partners in REstortative Institute with implementation to develop in the second half of the year</li> </ul> <p>Academic MTSS Teams</p> <p>Leadership Team supports Counselors and AIS/ACE to align and assign tier 2 interventions</p> <ul style="list-style-type: none"> <li>• Students will have access to summer school intervention and credit recovery programming</li> <li>• iReady Personalized instruction and Evidence Based Literacy Intervention Program will be utilized to ensure students are making progress toward grade level standards. This will be progress monitored through quarterly review meetings and content level PLCs.</li> <li>• AIS/ACE team will have quarterly meetings with administration to track data and monitor programming.</li> <li>• Students will have opportunities for enrichment and arts experiences in the community to enhance students' background knowledge and expand access to community resources.</li> <li>• Teacher representatives will attend a three day Culturally Relevant Inquiry Institute at Buffalo State College to design inquiry-driven learning experiences grounded in culturally relevant practices.</li> </ul>
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### Survey Monitoring

**Directions:** Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go	6.62%	18.58%	19.08%	32.82%	19.34%	3.56%
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	Students understand what is expected of them and experience a sense of fairness and belonging in how those expectations are applied	2.03%	9.64%	15.74%	48.98%	22.34%	1.27%

Part 3: Schoolwide Core Structures

<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	<b>Students understand what is expected of them and experience a sense of fairness and belonging in how those expectations are applied</b>						
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## Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

### Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

### Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
<b>Attendance Core Structure 1</b>	<b>A routine for monitoring attendance daily and weekly</b> , with clear thresholds that trigger early outreach, problem-solving, and follow-up.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Sept- November Attendance Team will meet and finalize Standard Operating Procedures (SOP). November Superintendent Day Attendance Team will present to the staff finalized SOP. November- June every fourth week of each month the attendance team will meet to assess any changes that need to be implemented for the SOPs and share data points.	
<b>What does this entail?</b>	<ul style="list-style-type: none"> <li>● The school will continue with year 2 of implementation of the Infinite Campus Workflow Suite to reduce truancy and data tracking.</li> <li>● Attendance team (admin, clerical, counselor, general education teacher, special education teacher, social worker) will utilize IC &amp; Panorama Data to assess attendance patterns.</li> <li>● Attendance team will collaborate with the Foundations team to develop Tier 1 schoolwide practices and interventions.</li> <li>● Standard Operating Procedure for attendance will begin drafts. First Attendance Team meeting will be to review the current draft and work on</li> </ul>	

Part 3: Schoolwide Core Structures

	<p>improvements from 25-26 years data.</p> <ul style="list-style-type: none"> <li>● Attendance Team Meeting Schedule for 2026-2027 with general agenda             <ul style="list-style-type: none"> <li>○ Sept- November meet every 2 weeks to finalize SOP procedures</li> <li>○ November- June meet to review SOP and discuss data points.</li> </ul> </li> <li>● SOP will include:             <ul style="list-style-type: none"> <li>○ Process in identifying students that need intervention of tardies and absences</li> <li>○ Process in notifications/ referrals for attendance of students who are tardy or absent from school after more than 5 times</li> <li>○ Create process for parent notification/nudge letters</li> <li>○ Establishing how to advise students that are in need</li> </ul> </li> <li>● Refresher training (specifics done during Summer)             <ul style="list-style-type: none"> <li>○ Including Roles, actions, responsibilities, interventions</li> <li>○ Phase in parent notifications and training</li> <li>○ Develop and implement training to align with the electronic pass system and expected responses from faculty and staff.</li> </ul> </li> <li>● Process for monitoring             <ul style="list-style-type: none"> <li>○ Individual student attendance tracking and response</li> <li>○ Attendance tracking with interventions</li> </ul> </li> </ul>
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**Attendance Monitoring**

**Directions:** In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

**Average Monthly Daily Attendance**

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>2025-26</b>	94.10%	92.63%	92.03%	90.48%	90.86%	91.11%	91.49%	91.11%	
<b>2026-27</b>									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

**Survey Monitoring**

**Directions:** Identify 1 or 2 survey questions from this year’s Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year’s survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don’t Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input checked="" type="checkbox"/> Family	<b>This school is doing all it can to get students to come to school regularly.</b>	10. 42 %	29. 17 %	10. 42 %	14. 58 %	25. 00 %	10. 42 %

Part 3: Schoolwide Core Structures

<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher							
	<input type="checkbox"/> Student							
	<input type="checkbox"/> Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input checked="" type="checkbox"/> Family	<b>The way our school handles tardies may unintentionally discourage students who arrive late from coming to school that day.</b>	10. 20 %	22. 45 %	24. 49 %	20. 41 %	4.0 8%	18.3 7%
<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family							

## Our Team's Process

### Our Team's Process

#### Background

All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team.](#)" The "Our Team's Process" section outlines how we worked together to develop our plan.

#### 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 remaining 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	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari ations in Data	Meeting 4: Student Intervie ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal )	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
<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>
Trevor Brown	Principal	3/11	3/23	4/16	4/30			5/26	
Anne Martell	Director, K-12 Education		3/23						
Tiffany VanDewater	Instructional Support Specialist for ELA		3/23	4/16					
Angela Dzielski	Assistant Principal	3/11	3/23	4/16	4/30	5/12		5/26	
Paul Arnold	Teacher (Math)		3/23			5/12		5/26	
Scot LaFalce	Teacher (English)		3/23	4/16		5/12		5/26	
Marc Martinez	Security Team		3/23	4/16		5/12		5/26	
Kelley Holtz	Teacher (SPED) / Foundations Team	3/11	3/23		4/30	5/12		5/26	
Molly Ellen Donnellon	Clerical		3/23	4/16	4/30			5/26	
Patty Busch	Social Worker		3/23		4/30	5/12		5/26	
Debbie Thielman	Teacher (English)	3/11	3/23	4/16	4/30	5/12			
Julia Borgisi	Teacher (English)	3/11	3/23	4/16	4/30	5/12		5/26	
Brian Warham	Teacher (Science)	3/11		4/16	4/30	5/12			
Julie Fischer	Teacher (Math)	3/11		4/16	4/30	5/12		5/26	
Phil Jarosz	Instructional Innovation Support Specialist			4/16					
Andrew Wann	Teacher (Science)				4/30				

## Our Team's Process

Kerriann Lucas	Parent Representative							5/26	
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## Next Steps

### Sharing the Plan

**By Early June:** After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

**Before the Last Day of School (2025-26):** Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

**No Later Than the First Day of School (2026-27):** By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

### Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.