New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Waterloo CSD	Skoi-Yase Primary School	K-2

Collaboratively Developed By:

The Skoi-Yase Primary School SCEP Development Team

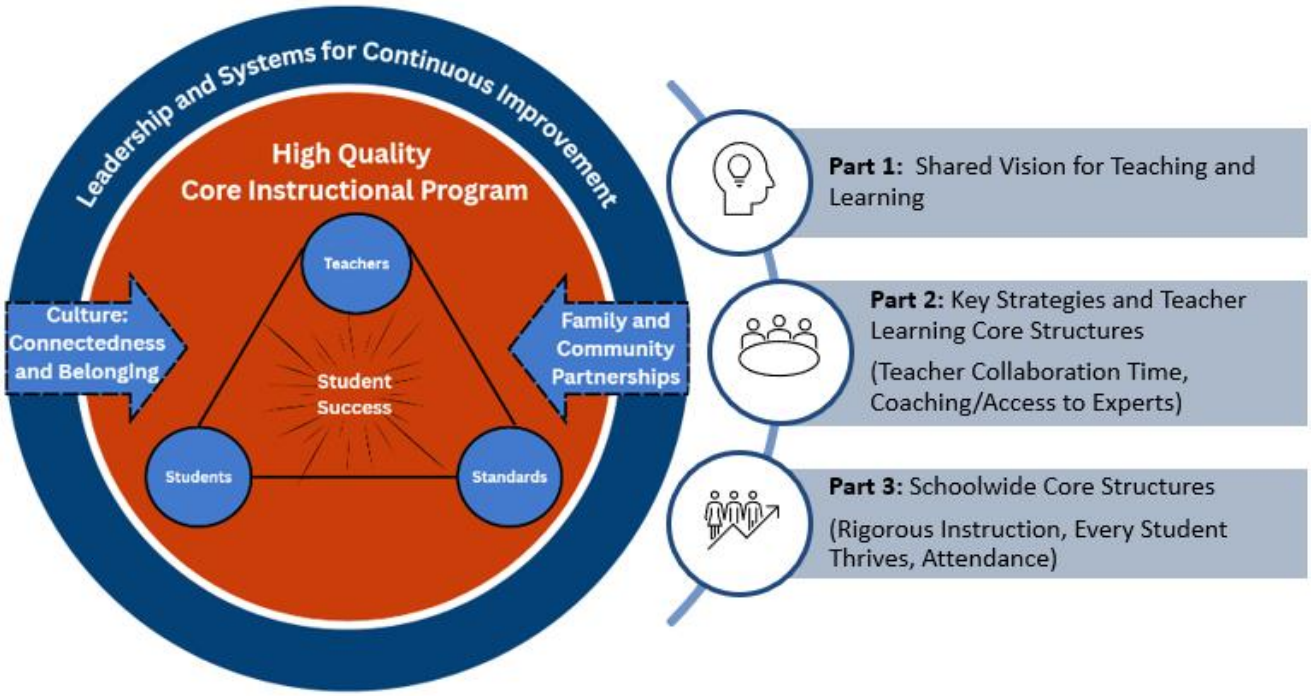
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Administrators:
Christine Taylor (Assistant Superintendent)
Sean Gerritse (Dean)
Jon Roberts (Principal)

And in partnership with the staff, students, and families of Skoi-Yase Primary School.



Part 1: 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.

High-Quality, Tier 1 Instruction: *What is the District's vision for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	*At Waterloo Central School District, high-quality Tier 1 instruction is the foundation of academic success and ensures all students experience rigorous, engaging, and equitable learning every day. Instruction is standards-aligned, relationship-centered, and responsive to student needs through ongoing assessment, adaptive instruction, and differentiated support without reducing rigor. Classrooms emphasize active learning, critical thinking, collaboration, and culturally responsive practices that support and empower learners. Educators utilize PLC and MTSS processes to continuously refine instruction and improve student outcomes. Our classrooms should look purposeful and engaging while feeling inclusive, supportive, and focused on growth for every student.*

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?)
Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

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.

- 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 TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Teacher Learning Core Structure	**Teacher Collaborative Time**	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	Weekly – Details Linked Here	
What does this entail?	Structured monthly professional collaboration meetings focused on the continuous improvement of teaching and learning across Waterloo Central School District. As outlined in the Waterloo CSD Monthly Meetings Guidance Document, faculty, grade-level, department, and curriculum teams engage in recurring Professional Learning Team (PLT) processes that include academic, attendance, and behavior data review; development of Tier 1 and Tier 2 intervention plans; progress monitoring; curriculum alignment work; and collaborative planning for small-group instruction and enrichment opportunities. During the 2026–2027 school year, the district aims to intentionally shift both the agenda and overall energy of these meetings toward deeper conversations centered on curriculum, instruction, and student learning outcomes. District feedback identified a current lack of consistent data input, follow-through, and accountability structures connected to weekly collaboration meetings. As a result, the district plans to establish clearer expectations, recurring protocols, and defined focus areas for PLT collaboration throughout the school year. To build consistency and alignment across instructional practices, weekly PLT meetings will follow a rotating discipline-specific focus:	

<table>
<tr><td></td><td colspan="2">

Week 1: Grade-level collaboration and instructional planning
Week 2: Literacy data review facilitated by the department chair
Week 3: Math data review and instructional response planning
Week 4: Tier 2/Tier 3 intervention meetings, progress monitoring, and student support planning

Teams will continue utilizing Panorama Education processes, common formative assessment data protocols, and NYSED-aligned instructional resources to support data-driven decision making, vertical alignment, and high-quality Tier 1 instruction. Meeting agendas, notes, and action items will be maintained and shared with building administration to strengthen accountability, implementation consistency, and follow-through across schools.
</td></tr>
<tr><td>Teacher Learning Core Structure</td><td>Opportunities for Teachers to Learn with Experts</td><td>☐ NEW
☐ REFINE</td></tr>
<tr><td>When and how often will this structure take place?</td><td colspan="2">
The district will implement a recurring Data Reflection Coaching structure designed to strengthen instructional practices through collaborative analysis of student data, instructional reflection, and targeted coaching support. This structure is intended to create ongoing opportunities for teachers to learn alongside instructional coaches, administrators, and colleagues while strengthening Tier 1 instruction and intervention planning across the school.

Full instructional coaching cycles will occur approximately every 4–6 weeks and will be embedded into the current professional collaboration schedule.
Coaching cycles will align to instructional data review windows, student regrouping conversations, and progress-monitoring timelines.

Who Facilitates the Process?

September–November 2026: The process will be modeled collaboratively by:

Instructional Coach (ELA)
Principal A and/or Principal B (Math)

Beginning December 2026: The district will gradually release facilitation responsibilities to grade-level chairs to strengthen internal leadership capacity and long-term sustainability.

Focus Areas of Discussion:

Instructional practices and student learning trends across performance levels
Analysis of Tier 1 instructional effectiveness
Tier 2 and Tier 3 intervention discussions occurring at the school level
Student grouping strategies, instructional adjustments, and progress monitoring
Collaborative problem-solving around instructional responses and next steps

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<tr><td>What does this entail?</td><td colspan="2">
Data Reflection Coaching Process
Teachers will:

Upload instructional and assessment evidence, including:

i-Ready data
Running records
Formative assessment data

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	• Complete a reflective protocol connected to instructional practices, student outcomes, and areas of need Instructional coaches and/or facilitators will respond with: • Trend analysis and instructional observations • Identification of instructional implications • Suggested student groupings, intervention strategies, and instructional next steps • Feedback and coaching support connected to classroom implementation and student learning outcomes

Implementation

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

Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION 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?
Build a bank of exemplars questioning collaborative structured academic discourse what this could look like from the start of school (e.g. Magnetic Literacy and Panorama).	June 2026
Establish a clear walkthrough schedule to align to the pacing of K-2 curricular resources (Math & ELA). • Align a spreadsheet of when the data is "due" to have the discussions • Shared spreadsheet of all the data across the students	July 2026
Identify opportunities for teachers to internalize during the summer training and/or district-wide professional development days with the Magnetic Literacy curriculum. • Calling out the "key strategy" for staff	August 2026
Re-commitment how the data informs the strategy for WIN time	August 2026
Model the professional development of how you would roll out the "key strategy" within your classroom through district-wide and school-wide professional development in faculty meetings.	Start September 2026 + ongoing

Key Strategy 1

KEY STRATEGY 1	Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

FIRST HALF OF THE YEAR IMPLEMENTATION 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?	**When will this be in place?**
Launch classroom implementation of structured academic discourse routines across K–2 classrooms.	September 2026
Use collaborative teacher time to review early implementation successes, challenges, and exemplar practices.	Early Release Fridays

Begin collecting and reviewing student data through shared spreadsheets and collaborative discussions.	October 2026
Recommit to using student data to inform WIN time groupings, intervention planning, and instructional adjustments.	Monthly data meetings
Continue modeling and calibrating instructional practices through school-wide and district-wide professional learning opportunities.	Monthly
Monitor consistency of implementation across classrooms and refine supports based on student and teacher needs.	Weekly
SECOND HALF OF THE YEAR IMPLEMENTATION 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?	When will this be in place?
Revisit and refine expectations for structured academic discourse based on classroom implementation data and student needs.	February 2027
Use collaborative teacher time to analyze student work, discourse participation, and academic growth trends.	Early Release Fridays
Expand the bank of exemplars using real classroom examples from K–2 implementation across the school year.	Monthly Faculty Meetings
Continue modeling high-impact instructional strategies and discourse routines through coaching, walkthroughs, and professional development.	Ongoing
Use shared student data trackers to identify trends, adjust instructional groupings, and strengthen intervention planning.	Ongoing
Reflect on implementation successes and opportunities for refinement to strengthen planning for the following school year.	April 2027

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 1

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)
Evidence of Student Learning Improving	Increasing opportunities for students to cognitively engage and actively participate in classroom learning experiences Strengthening students' listening skills, collaborative accountability, and engagement during academic discussions and group work		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Evidence of Teacher Practice Changing	Refining the quality of teacher collaboration to focus more intentionally on analysis of student work, instructional data, and responsive instructional planning Increasing teacher voice and active participation within collaboration meetings through the use of shared agendas, discussion protocols, and established meeting norms Rotating the facilitator role weekly to build leadership capacity and maintain focus on a designated instructional strategy or priority area		

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)**
Students will be…	Actively contributing to class discussions by applying language comprehension standards and utilizing evidence from the curriculum to support thinking, responses, and academic reasoning Collaborating effectively to respond to student needs and support achievement of the lesson objective through shared discussion, problem-solving, and instructional engagement	
Teachers will be…	Observing and monitoring the quality of student discourse and academic engagement within the classroom environment Facilitating discussion through intentional scaffolding questions aligned to grade-level expectations and varying student skill levels	

	Collecting and annotating qualitative observational data ("quick observables") to inform grade-level collaboration meetings, instructional planning, and targeted small-group discussions	

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	SA	IDK
25-26 Needs Assessment	(Teacher Learning, #10): Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.	0%	16%	27%	32%	14%	11%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	(Curriculum, #4): Teachers in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.	1%	18%	26%	37%	11%	7%
26-27 Needs Assessment							

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 support their academic growth?

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	**A schoolwide framework for Tier 1 high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Monthly check-ins will occur during literacy data meetings to review progress toward shared instructional “look-fors” and identify implementation trends across classrooms. • Instructional data and evidence will be collected continuously through weekly walkthroughs and scheduled classroom observations.	

	• Weekly staff "shout-outs" and recognition opportunities will highlight teachers demonstrating strong implementation of the identified instructional look-fors and practices.	
What does this entail?	• Establishing and communicating shared instructional look-fors that are consistently reviewed during faculty meetings and instructional collaboration sessions. • Providing administrator training and calibration around district instructional expectations to strengthen consistency in teacher support, feedback, and implementation monitoring. • Implementing scheduled walkthrough structures to ensure each grade level is observed regularly throughout the month. • Creating and utilizing a standardized walkthrough form to consistently collect instructional evidence, trends, and observational data across classrooms. • Providing timely feedback and communication to staff through verbal conversations, quick notes, and instructional coaching follow-up aligned to observed practices and next steps.	
Instructional Leadership Team Core Structure 2 (if applicable)	**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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• During monthly literacy and math collaboration meetings, teacher teams will bring and review current student data to drive instructional conversations, identify trends, and monitor instructional alignment across classrooms. • Instructional data, student work trends, and pacing information will be maintained in shared SharePoint spreadsheets accessible by grade level and discipline teams to support transparency and collaboration. • Grade-level teams will also identify and communicate the upcoming curriculum focus and instructional priorities for each month, which will be shared through a monthly communication/newsletter structure.	

What does this entail?	• Identifying priority standards, essential skills, and instructional targets within the Tier 1 curriculum to ensure alignment, pacing consistency, and coherence across grade-level classrooms.
	• Creating and maintaining shared grade-level and discipline-specific spreadsheets through SharePoint to organize:
	  ○ student data,
	  ○ pacing updates,
	  ○ instructional priorities,
	  ○ and collaborative planning notes.
	• Developing a running scope and sequence document across all content areas to strengthen vertical alignment, curriculum coherence, and visibility into instructional progression throughout the school year.
	• Reviewing patterns in student work, instructional tasks, and lesson implementation to ensure teacher teams are maintaining rigor, consistency, and alignment to district instructional expectations.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	- Analyzing walkthrough data trends to determine instructional next steps, identify areas requiring additional support, and guide implementation planning across classrooms. - Developing and providing a shared bank of instructional strategies, resources, and classroom implementation ideas aligned to identified student and teacher needs.

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	☐ Teacher ☐ Student ☐ Family	(Curriculum, #4) Teachers in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.	1%	18%	26%	37%	11%	7%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Curriculum, #2) My schoolwork challenges me in a good way.	3.5%	8%	28%	34%	23%	3.5%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	**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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• This structure will be implemented on an ongoing basis through the schoolwide PBIS framework to strengthen consistency of expectations, routines, and student supports across classrooms and grade levels. • Schools will intentionally increase family-to-school communication to reinforce behavioral expectations, routines, and shared language between home and school environments. • Students will participate in periodic self-reflection and self-assessment opportunities connected to school expectations, behavior, and communication skills, with progress and reflections shared with families as appropriate.	
What does this entail?	• Reinforcing consistent schoolwide expectations, routines, and behavioral language across all classrooms and common spaces. • Monitoring implementation consistency across grade levels to identify areas where students may experience conflicting expectations or uneven support structures. • Utilizing PBIS systems and data to identify trends, monitor student experiences, and guide proactive interventions and support planning. • Creating opportunities for students to reflect on their behavior, communication, and classroom participation to strengthen self-awareness and accountability. • Strengthening ongoing communication and partnership with families through updates, reflection tools, celebrations, and collaborative problem-solving conversations aligned to the district-wide expectations. • Providing staff with shared expectations, resources, and implementation guidance to ensure alignment and consistency across the school community.	
Every Student Thrives Core Structure 2 (if applicable)	**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."	☐ NEW ☐ REFINE

When and how often will this structure take place?	• MTSS Tier 2 and Tier 3 guidelines and referral processes will be reviewed and implemented consistently throughout the school year. • During the fourth week of each month, grade-level teams will utilize dedicated meeting time to discuss students requiring additional academic, behavioral, attendance, or social-emotional support. • Teams will collaboratively identify students demonstrating concerns, determine potential Tier 2/Tier 3 referrals, and document recommended interventions, supports, and next steps within a shared tracking document. • At the start of each school year, the district will reintroduce and recalibrate the "Request for Assistance" process to ensure staff understand referral procedures, available supports, and communication expectations.
What does this entail?	• Establishing clear entry points and referral pathways for identifying students requiring additional intervention and support. • Creating shared documentation systems to track referrals, interventions, progress monitoring, and follow-up actions across teams. • Utilizing grade-level collaboration meetings to review student concerns, analyze data, and coordinate intervention planning in a proactive and systematic manner. • Defining staff roles and responsibilities within the MTSS process to ensure accountability, communication, and continuity of support. • Monitoring intervention effectiveness and adjusting support plans to ensure no student "slips through the cracks."

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	☐ Teacher ☐ Student ☐ Family	(Thrives, #6) The expectations from adults seem consistent across classrooms.	7%	1%	13%	24%	31%	24%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Thrives, #3) Students seldom, if ever, slip through the cracks at this school.	0%	49%	24%	1%	0%	1%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	**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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Panorama attendance reports will be reviewed monthly to identify students demonstrating emerging attendance concerns, chronic absenteeism, or patterns requiring additional intervention and support. • School staff will maintain ongoing communication and individualized correspondence with families regarding attendance concerns, identified barriers, and available supports.	
What does this entail?	• Coordinating with and referring students and families to outside agencies and community resources, as needed, to help mitigate attendance barriers and strengthen student support systems. • Ongoing student reflection using an attendance tracker to leverage to communicate to their family • Implementing Tier 3 attendance interventions, including home visits, principal hearings, and individualized attendance planning processes when concerns persist. • Consulting with the school nurse and relevant support staff to determine whether absences are medically excused or require additional intervention and follow-up.	

	• Establishing daily counselor and/or social worker check-ins for students identified as Tier 3 attendance concerns, including direct family outreach by 9:30 AM when a student is absent. • Collaborating with classroom teachers and support staff to develop, monitor, and maintain individualized attendance support plans aligned to student needs and progress.

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 (Grades K-2)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	96%	95.5%	93%	92.33%	92%	92.5%	91%	94.5%	93%
2026-27									

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
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Attendance, #7) The school considers factors like health, stress, or anxiety when attendance becomes a concern.	0%	9%	30%	19%	15%	40%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Attendance, #6) Adults at this school help deal with things that make it hard to come to school.	6%	8%	24%	24%	23%	15%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Example: Mary James	*ELL Teacher*	*3/25*	*3/23*	*3/23*	*5/7*	*5/11*	*5/7*	*5/18*	*5/2 5/9 5/16*
Jonathan Roberts	Building Principal	4/9	4/23	4/30	5/7	5/11	5/11	5/18	5/28
Lucy Kaempffe	EE Consultant	4/9							
Sean Gerritse	Dean of Students		4/23	4/30	5/7			5/18	
Jada Bryant	School Counselor		4/23	4/30	5/7			5/18	
Amanda DeMaria	Literacy Coach		4/23	4/30	5/7			5/18	
Deborah Hilimire	1st Grade Teacher		4/23	4/30	5/7			5/18	
Angela Markel	2nd Grade Teacher				5/7			5/18	
Jennifer Paczkowski	Math Interventionist		4/23	4/30	5/7			5/18	
Linda Ring	Teaching Assistant		4/23	4/30	5/7			5/18	
Christine Taylor	Assistant Superintendent – Curriculum/Instruction	4/9	4/23	4/30					5/28
Sandra Ahart	Reading Interventionist			4/30	5/7			5/18	
Kelly Freiheit	EE Consultant					5/11	5/11 + 5/13	5/18	5/28

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.