



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Middle Country Central School District	New Lane Elementary School	1-5

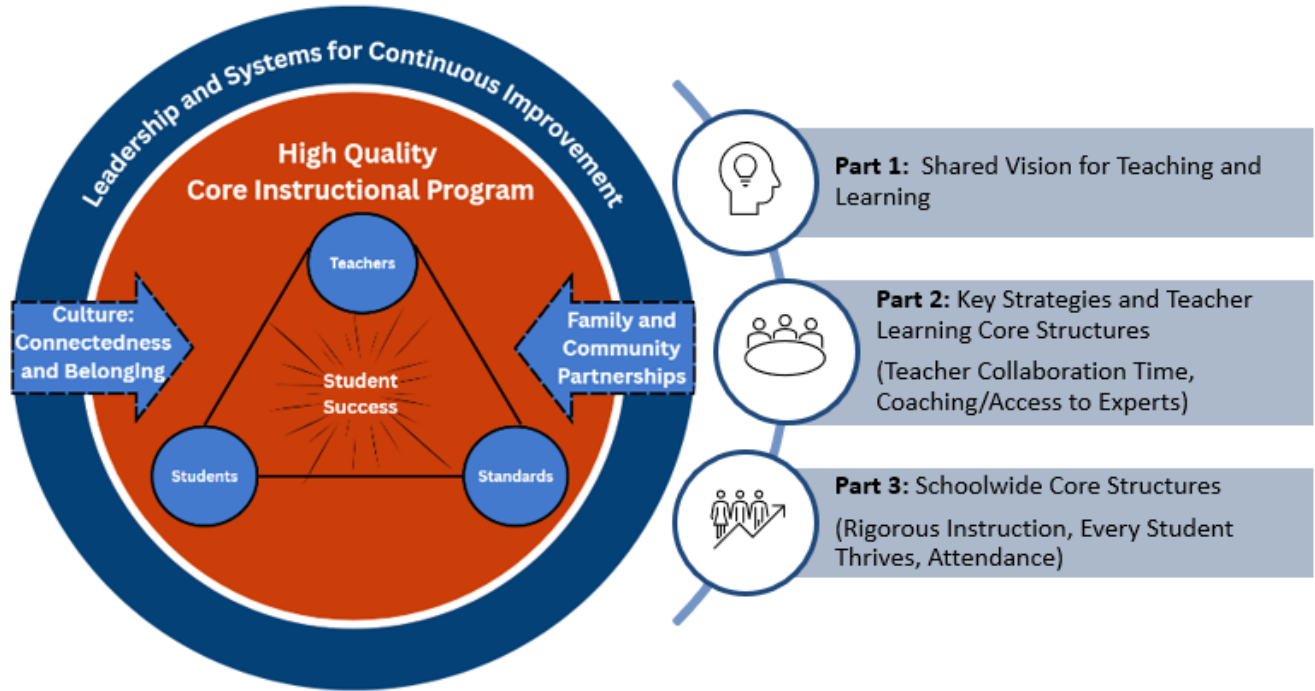
Collaboratively Developed By:

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And in partnership with the staff, students, and families of New Lane Elementary 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.

High-Quality, Tier 1 Instruction:	
<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>	In every classroom, students are synthesizing, discussing, creating, and problem solving. Instruction is planned with student needs in mind, grade-level appropriate, standards-aligned, and student-centered.

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?)
Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction
Increase academic vocabulary and language use across content areas

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.

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

- 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	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Grade level team meetings/common planning time takes place once per week and is built into the master schedule. • Intervisitation cycles with an instructional coach take place twice per year, once in November and once in March.	
What does this entail?	• Grade level teams meet with collaboratively developed agendas to review student data and plan according to district-level curriculum grids. • Teachers work with support staff (ENL teachers, special education teachers, speech teachers, reading/math AIS teachers) as needed to differentiate and address individual student needs. • Intervisitation cycles are facilitated by an instructional coach and take place in classrooms to model strategies identified in faculty meetings and common planning sessions.	

Implementation

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

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?
Principal and assistant principal will schedule faculty meetings and communicate dates to staff		9/8/2026
Principal and assistant principal will develop master schedule to prioritize common planning time at least once per week		9/8/2026
Principal and assistant principal will schedule students into ENL clusters, using two teachers per grade level		9/8/2026

Key Strategy I

KEY STRATEGY 1	Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction.
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Principal and assistant principal will schedule common collaboration time with ENL and special education teachers and cluster teachers at least once within the first half of the year on top of intervisitations		9/30/2026
Principal, assistant principal, and teacher teams will develop structured protocols and schedules for team meetings		9/30/2026
Instructional leadership team will plan intervisitations with principal and assistant principal		11/1/2026
Instructional coach will facilitate a session of intervisitations with teachers		12/1/2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Instructional leadership team will refine intervisitations and planning time based on feedback		2/1/2027
Instructional coach will facilitate a session of intervisitations with teachers		4/1/2027

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

Key Strategy 2

KEY STRATEGY 2	Increase academic vocabulary and language use across content areas
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Instructional leadership team will plan and facilitate professional learning on Tier 1, Tier 2, and Tier 3 academic vocabulary words		10/15/2026
Instructional leadership team will plan and facilitate professional learning on one strategy related to Tier 2 and 3 vocabulary words (for example, sentence stems, interactive word walls, discussion prompts)		11/15/2026
Principal and Assistant Principal will structure collaborative planning for the first half of the year to support implementation of the strategy using the districtwide curriculum grids		11/15/2026
Instructional leadership team, instructional coach, and principal will plan intervisitations to highlight implementation of the schoolwide academic vocabulary strategy		12/30/2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Instructional leadership team will plan and facilitate professional learning on a second strategy related to Tier 2 and 3 vocabulary based on feedback from the first intervisitation cycle		2/28/2027
Principal and Assistant Principal will structure collaborative planning for the second half of the year to support implementation both new strategies using the districtwide curriculum grids		2/28/2027
Instructional leadership team, instructional coach, and principal will plan intervisitations to highlight implementation of the schoolwide academic vocabulary strategies		4/15/2027

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	Improvement in content area grades and i-Ready scores		
Evidence of Teacher Practice Changing	Collaborative planning agendas and teacher observations		

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...	Speaking, writing, reading, and listening on grade-level tasks in all content areas	
Teachers will be...	Collaboratively planning scaffolds and supports that help ENL students acquire language and background knowledge in content areas	

Key Strategy 2

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	Observations of students using Tier 2 and 3 vocabulary in lessons		
Evidence of Teacher Practice Changing	Collaborative planning agendas and teacher observations		

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...	Using Tier 2 and 3 vocabulary in context when speaking and writing	
Teachers will be...	Implementing schoolwide strategies with fidelity	

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

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	A	SA	IDK
25-26 Needs Assessment	The professional development sessions I attend help me better meet my students' learning needs.	7%	16%	51%	19%	6%
26-27 Needs Assessment	The professional development sessions I attend help me better meet my students' learning needs.					

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?

Part 3: Schoolwide Core Structures

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?
Instructional Leadership Team Core Structure 1	A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	X NEW ☐ REFINE
When and how often will this structure take place?	This structure will take place before and after professional learning sessions to support the planning of Tier 2 and 3 vocabulary professional learning.	
What does this entail?	They will review research related to vocabulary development and acquisition to develop professional learning plans. After implementation of the professional learning they will review feedback from the session and data related to implementation to refine strategies for future sessions. By having teachers who are instructional leaders from a variety of grades and areas, they can support the work of planning in grade level teams.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The building level team will be reviewing performance data related to ENL students, SWD and other targeted subgroups to support implementation of instructional strategies.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The building level team will be reviewing data related to vocabulary professional learning and data from observations related to the implementation of strategies.

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	A	SA	IDK
25-26 Needs Assessment	X Teacher ☐ Student ☐ Family	Students receive support that addresses their individual needs.	7%	18%	53%	13%	9%
26-27 Needs Assessment	X Teacher ☐ Student ☐ Family	Students receive support that addresses their individual needs.					

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 DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	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.	☐ NEW ☒ REFINE
When and how often will this structure take place?	This team will meet four times per year to review data on inclusion and belonging.	
What does this entail?	The team will use a data analysis protocol to identify areas of need, culminating in the planning of two schoolwide events. These events are designed to have clear connections to curriculum while welcoming families into the school as a way to increase belonging.	

Part 3: Schoolwide Core Structures

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	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	All students are treated fairly in this school.	9%	16%	32%	29%	14%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	All students are treated fairly in this school.					

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?
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?	The attendance team meets once per month.	
What does this entail?	The attendance committee will analyze patterns and generate ways to research the reasons behind the absences. A punch card system will be used to encourage students to come to school regularly. The grade level with the highest attendance percentage will be announced weekly to encourage regular school attendance. The attendance team will also collaborate with outside agencies to address mental health and family needs.	

Part 3: Schoolwide Core Structures

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
2025-26	96.17	94.49	92.86	89.3	93.4	90.39	93.64	94.43	93.36
2026-27									

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	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I can talk to an adult at school about any problem.	5%	8%	34%	44%	9%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I can talk to an adult at school about any problem.					

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	Orientation to School Teams	Meeting 1: Systems and Structures Self- Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variation in Data	Meeting 4: Student Interviews	Meeting 5: Plan Writing	Meeting 6: Plan Finaliza- tion
Robin Newberg	Principal	3/11	4/16	5/7	5/13	5/13	6/1	6/4
Erica Harold	Assistant Principal		4/16	5/7	5/13	5/13	6/1	
Lisa Groshans	Classroom Teacher		4/16	5/7	5/13	5/13	6/1	
Skylar Hernandez	Classroom Teacher			5/7	5/13	5/13	6/1	
Karleen Prisco	Classroom Teacher		4/16	5/7	5/13	5/13	6/1	
Andrea Zebuth	Classroom Teacher			5/7	5/13	5/13		
Tara Graham	ENL Teacher				5/13	5/13	6/1	
Alexa Lauterbach	ENL Teacher				5/13	5/13	6/1	
Lynn Lopez	Social Worker			5/7			6/1	
Amy Pacifico	Director of World Studies	3/11	4/16	5/7	5/13	5/13	6/1	6/4
Ryan Milano	District Liaison	3/11	4/16	5/7	5/13	5/13	6/1	6/4

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.