



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

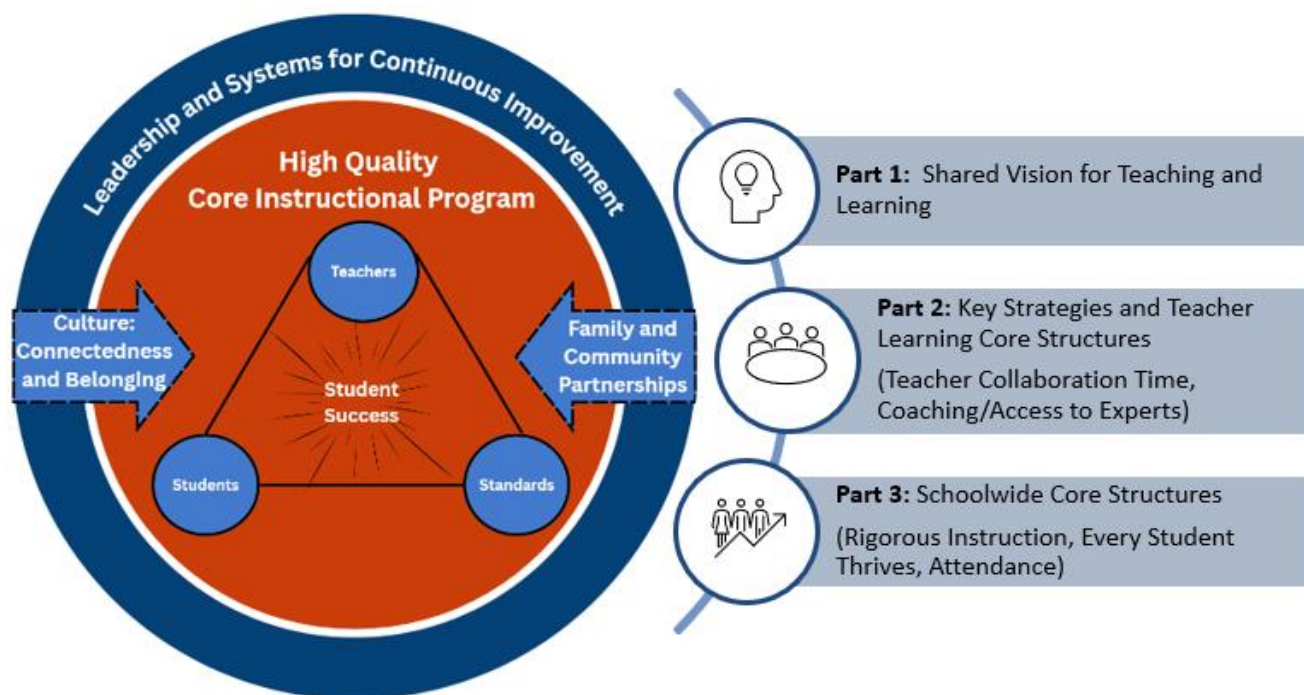
District	School Name	Grades Served
Niagara Falls City School District	Bloneva Bond Primary School	Pre K 3 – Grade 2

Collaboratively Developed By:

The Bloneva Bond Primary School SCEP Development Team:
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And in partnership with the staff, students, and families of Bloneva Bond Primary 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>	Instruction in PreK – Grade 12 classrooms is consistently aligned as we transition to the NYS Portrait of a Graduate. Students can articulate learning targets, success criteria, and how their learning connects to real-world skills and Portrait of a Graduate competencies: -Academically Prepared -Creative Innovator -Critical Thinker -Effective Communicator -Global Citizen Reflective & Future Focused Instruction demonstrates student ownership through active engagement in discussion, reading, writing, problem solving, and collaborative learning. Students regularly engage in self-reflection to assess their learning, progress, and next steps. Teachers routinely use evidence of student learning to adjust instruction & pacing while supporting & maintaining cognitively demanding learning. Multilingual learners, students with disabilities, and historically marginalized students’ cultures, experiences and needs are incorporated in every classroom. Observation, walkthrough, and coaching data show consistent implementation of equitable, student-centered, and adaptive Tier 1 instruction across all classrooms.
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Part 1: Shared Understand of High-Quality Teaching and Learning

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?)
Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

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.

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

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 REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	Teachers will have daily common planning time at grade levels. The schedule will be created to accommodate all teachers having the same special times at each grade level. *K, 1 st , & 2 nd Grade Level teacher meetings with be scheduled for the first Tuesday of every month.	
What does this entail?	Teacher collaboration, planning with curriculum, creation of centers, analyzing data, planning for testing.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	Monthly teachers will participate in grade level and department meetings with Instructional leaders. Throughout the school year, professional development will be provided for all teachers throughout the district.	
What does this entail?	Over the summer we will offer professional development through Book Studies (<u>Small Groups Big Results</u> by Dr. Julia Lindsey), and Foundational Five Practices (Differentiated Instruction and Student Engagement). Throughout the school year, professional development and data analysis will continue in grade level and department meetings.	

Implementation

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

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

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?
Summer professional development (Book Studies and Foundational Five) will be offered to all teachers.		July/August
Using new information, teachers will have time to plan with grade level colleagues.		August
SCEP plan will be shared with all staff.		August
District Professional Development will be provided for all teachers.		September

Key Strategy I

KEY STRATEGY 1	Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.	
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?
Teachers will focus on using formative assessments and progress monitoring to develop flexible groups and drive instruction. They will monitor individual student growth and progress.		Ongoing
Instructional coaches/Interventionists will push into classrooms to deliver small group instruction and model strategies.		October
MATH--Instructional coaches will facilitate professional development and training on analyzing i-Ready INFORM data and implementing Data Chats in the classroom.		October - November
Monthly grade level meetings will analyze small group data for fluid groupings.		October-May
ELA—Teachers will use the format of review, explicit instruction, application and practice from the book study— <i>Small Group Big Results</i> .		September - June
ELA—Teachers will have students write responses in writing journals to encourage reciprocity between reading and writing.		September-June
Data Wall grade-level meetings will track student progress and determine areas of need during the Fall, Winter, and Spring. ELA—Measures reading progress from September to January to June. Math—Measures grade level fluency in addition and subtraction.		September, January, May
MATH—Teachers will use Prerequisite Skills Report to create math groups for upcoming units/lessons based on the i Ready INFORM assessment.		Ongoing
MATH—Data Chats will take place between a student and a teacher after each i-Ready Inform Assessment with guidance from the instructional coaches (after Fall and Winter Assessments).		October-May
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?
Foundational Five instructional look-fors will be shared with the staff which focuses on differentiated instruction and student engagement in all subject areas.		Ongoing
A Foundational Five team will be created and shared to support training and instruction.		Ongoing
ELA—Teachers will meet bi-monthly to examine students' writing and create rubrics to meet class expectations.		November, January, March, May

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

Key Strategy 2

KEY STRATEGY 2	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	
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?		
ELA—Teachers will have daily Interactive Read Alouds that are planned to boost critical thinking skills, expand vocabulary, and build listening comprehension and background knowledge.		Ongoing
ELA—Students will write responses to literature using strategies applicable to their writing levels (Sentence Starters, RACE strategy for the writing process).		Ongoing
ELA—Teachers will plan more time for students to have purposeful writing activities where students are engaged in the writing process with the intention of creating independent writers.		Ongoing
Teachers will focus on introducing vocabulary with Word Walls/Anchor charts for ELA and Math through meaningful interactions (for example, IRA).		September-December
MATH—Students will learn to justify a solution strategy by giving reasons why the idea makes sense (explain your thinking).		September - December
MATH—Teachers will encourage students to engage in productive mathematical discourse.		Ongoing
MATH—Teachers will introduce the “Three Reads” for students to understand word problems (1- what is the problem about, 2-what are we trying to find out, 3- why is the information important).		September - June
MATH—Teachers will use the strategy “Try It, Discuss It, Connect It” for a gradual release of responsibility when solving math problems.		September-June
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?		
ELA—Students will have more time on tasks and increase their writing independence and stamina.		January-June
MATH—Students will independently justify a solution strategy by giving reasons why their idea makes sense orally and with written expression.		January-June
Teachers will focus on expanding vocabulary with Word Walls/Anchor charts for all subject areas in context to their learning.		January-June

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of 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	School Data Spreadsheets		

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

Evidence of Teacher Practice Changing	School Data Spreadsheets, Look Fors, Flexible (small) group instruction		
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What is our end-of-the-year vision for this Key Strategy?

Students will independently be able to read and write in response to literature and math problems.

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Able to show growth in ELA and Math from September to June based on the collective data from the School Data Spreadsheet.	
Teachers will be...	Better informed on analyzing data to form groups and drive instruction.	

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	Writing journals, writing baselines, My Path, i-Ready INFORM		
Evidence of Teacher Practice Changing	Frequent Interactive Read Alouds, Differentiated Lesson Plans, Look-fors		

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

Students will independently use resources in the room to solve problems in both ELA and Math.

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Independent problem solvers who take ownership of their learning.	
Teachers will be...	Facilitators in differentiating instructional levels in ELA and Math for student 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	N	A	SA	IDK
25-26 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative team meetings.						
26-27 Needs Assessment	Did this year's professional development help you better to differentiate in small groups?						

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

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Team meetings stay focused on teaching and learning and not just logistics or compliance tasks 100% of the time.						
26-27 Needs Assessment	Did this year's team meetings improve your teaching and student learning? (90% agree)						

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 support, 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 support 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? <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?
Instructional Leadership Team Core Structure 1	School Administrator Pre K – Grade 2 classroom walkthroughs.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Classroom walk-throughs will occur at least twice per week. *Administrator Walk-Throughs will occur on Mondays, Wednesdays, and Thursdays.	

Part 3: Schoolwide Core Structures

What does this entail?	School Administrators visiting classrooms, observing teacher instruction, student engagement, entering walk-through data, and providing feedback to teachers.	
Instructional Leadership Team Core Structure 2 (if applicable)	School Administrators will attend school Data Team meetings, Grade Level Data meetings to review student Language Arts and Math data, have conversations with teachers about student progress, instructional strategies, and curriculum. School Administrators should also attend Department Meetings.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Classroom Walk-Throughs will occur at least twice per week. Data Team meetings will be attended three times per year. Grade Level Language Arts & Math Data meetings will occur three times per year.	
What does this entail?	School Administrators will attend these meetings and engage with teachers in discussions about instructional strategies, student engagement, student data, and curriculum.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Reviewing classroom walk-through data and providing feedback to teachers regarding their instructional strategies, student engagement, and their ability to gauge student learning.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Attending grade level meetings and department meetings.

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	Members of the team have a shared understanding of what high-quality instruction looks like in practice.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Professional development, coaching, and collaborative planning all focus on the same instructional priorities building on what I have learned in other settings.						

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 experience consistent expectation, 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?
Every Student Thrives Core Structure 1	A systematic approach to ensuring every student is known well by at least one adult: To ensure Every Student Thrives, students are greeted at the Main Doors and classroom doors by school staff and classroom teachers. Community support will be in place to encourage family engagement (including Saturday Say Yes Academies, Welcome Wagons, schoolwide events).	☐ NEW ☒ REFINE
When and how often will this structure take place?	Students will be positively greeted at Door 1 by school staff 100% of the time each morning and welcomed into the building to ensure their days start out on a positive note. One Family Engagement event will be held each month to encourage parents to be involved and physically in the school. *Family events can include morning or after school events.	
What does this entail?	All available staff will be assigned areas of the building to greet students as they enter the building. Classroom teachers will be visible at their classroom doors to meet the students every morning. Programs will be developed for community and family members to attend school events.	

Part 3: Schoolwide Core Structures

Every Student Thrives Core Structure 2 (if applicable)	Students will have access to key adults in the school (Teacher, TA, Classroom Associate, Dean, Administrator, Safety Officer, etc.) who are available to meet them in times of crisis.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Classroom teachers will know who the key adults are for specific students and reach out for support as needed. *The Student Mentor/Support Staff/Every Student Thrives list by grade level will be forwarded by the Dean of Students to all classroom teachers in early September. A revised list will be forwarded to all classroom teachers in January as well. This list should be created by the School Counselors, School Social Worker, and Dean of students.	
What does this entail?	Support will be set up with specific students to reach out as needed. A calendar of events will be created for community members and parents.	

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	School Counselors and School Social Worker have provided teachers, mentors a list by grade level listing students, mentors by grade level.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Mentors are contacted as needed during the school day and provide students with the needed social/emotional support?						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Monthly Family Engagement/Multi-Cultural events are planned and calendared by the school Family Engagement/Multi Cultural Team.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Monthly Family Engagement/Multi Cultural events occur monthly (the last week of each month) with 20 family attendees.						

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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	Monthly Attendance Team meetings with School Counselors and School Social Worker.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Two meetings per month should occur on Fridays at 11:00 am in the conference room. These dates should be inputted on the School Calendar for all months by the School Calendar.	
What does this entail?	The Attendance Team scheduling meetings in September for the school year. Both School Counselors, the Social Worker, and Principal in attendance. The School Counselor should create the meeting agenda. The School Counselor and Social Worker should together chair meetings, keep minutes.	
Attendance Core Structure 2 (if applicable)	Review by the Attendance Team of EveryDay Labs student data to monitor red flag students missing 20 or more days of school. Late students should also be red flagged.	☐ NEW ☒ REFINE
When and how often will this structure take place?	At the bi-monthly meetings, student attendance data will be reviewed, and a plan will be agreed to support each student/family. Information will be shared with the staff on a regular basis.	

Part 3: Schoolwide Core Structures

What does this entail?	Prescheduled meetings, attendance data review, and meetings with families. Information will be shared with staff at regular intervals.
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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
2025-26	91.1%	90.1%	88.7%	87.2%	86.0%	85.5%	84.9%	85.0%	84.8%
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	School Attendance Team meetings focused on EveryDay Labs data and attendance improvement initiatives 90% of the time.				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Did the School Attendance Team meetings continued focus on Everyday Labs student attendance improve attendance with lower daily attendance rates.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	5% of of RED Flag students with 25 or more days absent in Everyday Labs showed improvement in attendance in 25-26.				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Did the focus on Everyday Labs Red Flag students and new attendance initiatives improve student attendance rates.						

Our Team's Process

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.

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.

[illegible]

Our Team's Process

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.