New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Niagara Falls City School District	Hyde Park Elementary	PreK 3-Grade 6

Collaboratively Developed By:
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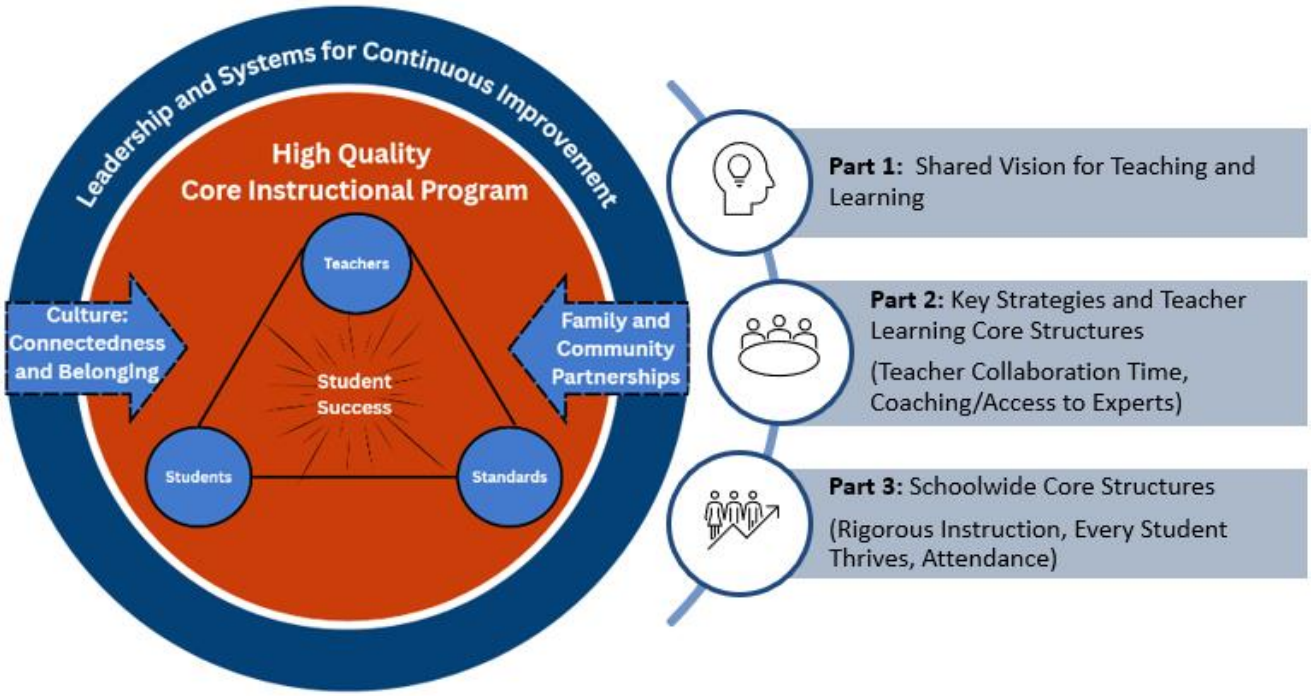

Part 1: Connecting Our Shared Understanding for Teaching and Learning

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 definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	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.

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?)
ELA: Increase academic vocabulary and language use across content areas.
Choose an item.

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)**

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

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?	The following meetings will be conducted on a monthly basis: Grade Level Meetings, Department Meetings, and Faculty Meetings. These meetings will be facilitated by district-trained instructional coaches and/or school administrators. Teachers identified as needing additional support will engage in one-on-one meetings with instructional coaches to receive targeted guidance, feedback, and professional learning focused on the implementation of academic vocabulary in the classroom.	
What does this entail?	Four-Part Cycle for Supporting Academic Vocabulary & Language Development **1. REFLECTION: Examining Use of Academic Language** • How did we intentionally incorporate academic vocabulary or language structures since the last meeting? • What strategies (e.g., sentence frames, word walls, discourse routines) were most effective? Why? • Where did students struggle with language use or understanding, and what did we notice? **2. PROFESSIONAL LEARNING: Building Knowledge of Language Supports** • Engage in focused learning on strategies that promote academic vocabulary across content areas (e.g., explicit instruction, modeling, structured student talk, content-specific language routines). • Review examples of strong practice (student work, videos, or model lessons). • Make connections to current curriculum and grade-level expectations. **3. PRACTICE/APPLICATION OF LEARNING: Try It Together** • Collaboratively design or rehearse a short instructional segment that integrates academic vocabulary (e.g., creating sentence stems, planning a think-pair-share, scripting teacher language). • Role-play or practice strategies such as modeling vocabulary, facilitating student discourse, or scaffolding responses. • Reflect briefly on the experience as a group. **4. APPLICATION IN THE UPCOMING WEEK: Implementation Plan** • Identify 1–2 specific strategies each teacher will implement (e.g., daily use of sentence frames, explicit vocabulary routines). • Determine how the team will use consistent language supports across classrooms. • Set a shared focus for student use of academic language to revisit at the next meeting.	

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?
Instructional coaches collaborate with district and school teams to establish shared expectations for academic language use.	Summer 2026
Conduct a curriculum audit to identify critical academic vocabulary across grade levels and content areas.	Summer 2026
Develop a schoolwide plan for vocabulary practices such as notebooks, word walls, and language routines.	Summer 2026
Establish an Academic Word of the Week plan aligned to standards and schoolwide communication.	Summer 2026
Create systems to increase intentional academic language use (sentence frames, discourse strategies).	Summer 2026
Design a walkthrough tool to monitor academic vocabulary implementation.	Summer 2026
Teachers collaborate to share current practices and identify areas for growth.	Opening of school year PD

Key Strategy 1

KEY STRATEGY 1	
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?**
Introduce the Academic Vocabulary Initiative and model expectations during September PD.	September 2026
Identify and prioritize high-impact vocabulary aligned to standards and units of study.	September 2026
Facilitate professional learning on vocabulary strategies (sentence frames, discourse, word walls).	Sept. - Oct. 2026
Model research-based vocabulary strategies in classrooms across content areas.	October 2026
Support implementation of vocabulary notebooks and Academic Word of the Week.	Oct. – Nov. 2026
Analyze student work and assessment data to monitor vocabulary understanding.	November 2026
Facilitate reflection on successes, challenges, and next steps.	Nov. – Dec. 2026
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?
Introduce advanced strategies to promote academic language and student discourse.	Jan. – Feb. 2027
Review mid-year vocabulary data to identify trends and areas for growth.	Jan. – Feb. 2027
Support teachers through coaching cycles focused on vocabulary instruction.	Jan. - May 2027
Collaboratively plan lessons embedding academic vocabulary across content areas.	Ongoing
Analyze walkthrough data to monitor implementation across classrooms.	Spring 2027
Reflect on progress and share best practices to sustain vocabulary instruction.	Spring 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	Students using sentence stems (written/verbally) when answering questions.		
Evidence of Teacher Practice Changing	Academic vocabulary is posted, visible, and referenced during lessons Teachers model the use of academic vocabulary and sentence stems.		

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…	Able to explain, justify, and elaborate using academic vocabulary	
Teachers will be…	Consistently holding students accountable for precise language use.	

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	2. The teaching practices I am working to strengthen are the same ones my colleagues are working on to strengthen				44%	38%	
26-27 Needs Assessment							

	Survey Question 2	**SD**	**D**	**N**	**A**	**SA**	**IDK**
25-26 Needs Assessment	13. Collaborative time leads to meaningful changes in instructional practice across our team				44%	38%	
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 supports 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	Hyde Park Elementary will implement a consistent, schoolwide instructional routine for explicitly teaching, modeling, practicing, and reinforcing "Eagle Scholar" behaviors across all classrooms. This routine will focus on high-leverage Tier 1 practices such as: • Structured student discourse (e.g., turn-and-talk, partner work) • Use of complete sentences and academic language • Active listening and participation norms All staff will use common language, visuals, and routines so students experience consistency across settings.	☒ NEW ☐ REFINE

When and how often will this structure take place?	• **August/Opening Meetings:** Staff will calibrate and refine 3–5 schoolwide "Eagle Scholar" expectations and instructional routines. • **Daily Implementation:** Teachers will explicitly teach and practice expectations during instruction, especially during the first 6 weeks and after breaks. • **Ongoing Monitoring:** Expectations will be revisited, re-taught, and reinforced consistently throughout the year. • **Monthly ILT Check-ins:** Review implementation trends and identify needed adjustments.
What does this entail?	• **Explicit Instruction:** Teachers model and practice behavioral and academic routines (not just post them). • **Consistent Visuals:** Clearly posted, student-friendly expectation charts in all classrooms. • **Walkthrough Look-Fors:** ○ Evidence of consistent routines across classrooms ○ Students using academic language and structured participation ○ Alignment between posted expectations and observed behaviors • **Student Ownership Checks:** ○ Exit tickets, reflection prompts, or class discussions to assess understanding • **Feedback Loop:** ○ Admin/ILT use walkthrough data to identify trends ○ Staff adjust supports, reteach expectations, or refine routines as needed

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Visiting classrooms to ensure evidence of implementation. Conducting student interviews to check for understanding. Possibly discussing data with school Dean.

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	Teachers' expectations for learning seem similar across classrooms.		14%	22%	37%	20%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My teacher's expectations make sense to me.	4%	5%	21%	28%	39%	3%
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	Hyde Park Elementary will implement a schoolwide system for ensuring consistency of expectations, routines, and supports across classrooms and grade levels, reducing mixed messages and ensuring all students experience a predictable, supportive environment. This structure will leverage daily Tier 1 routines and common messaging to reinforce expectations and promote a shared understanding of positive behaviors across the school community.	☒ NEW ☐ REFINE
When and how often will this structure take place?	• **Daily Morning Announcements:** Reinforce expectations using common language and visuals across all classrooms • **Monthly Focus:** A character trait or focus word highlighted and reinforced throughout classrooms, hallways, and common areas • **Daily Classroom Integration:** Teachers reinforce expectations during routines such as arrival, transitions, and dismissal • **Ongoing Monitoring:** Administration and staff review consistency trends throughout the year	

What does this entail?	• **Clear Expectations:** Develop and consistently communicate 3–5 schoolwide expectations across all settings
	• **Explicit Teaching:**
	  ○ Introduce and teach expectations through morning announcements
	  ○ Focus on one expectation at a time for deeper understanding and application
	• **Consistent Visuals:**
	  ○ Expectations visibly posted in classrooms and common areas
	  ○ Monthly focus word/character trait prominently displayed
	• **Aligned Routines Schoolwide:**
	  ○ Consistent procedures for arrival, entry, transitions, hallway behavior, restroom use, and dismissal
	• **Consistency Monitoring:**
	  ○ Walkthroughs and informal observations to identify alignment or inconsistencies
	  ○ Identification of conflicting messages or uneven student experiences across classrooms
	• **Responsive Adjustments:**
	  ○ Staff discussions to reteach expectations and adjust supports as needed	

Every Student Thrives Core Structure 2 (if applicable)	Hyde Park Elementary will implement a schoolwide family engagement framework that positions events as opportunities for two-way communication, ensuring families both receive clear expectations and actively contribute input, questions, and feedback.	☒ NEW ☐ REFINE

When and how often will this structure take place?	• **Quarterly Family Engagement Events:**
	  ○ Examples: Open House, Cultural Fair, Family Nights, Academic Events
	• **Monthly Communication Touchpoints:**
	  ○ Newsletters, digital communication, or brief updates aligned to schoolwide expectations and focus areas
	• **Ongoing Opportunities:**
	  ○ Informal interactions, surveys, and feedback opportunities throughout the year	

What does this entail?	• **Consistent Event Structure:** Each event includes:
	  ○ Clear communication of schoolwide expectations and routines
	  ○ Opportunities for families to ask questions and provide feedback
	  ○ Strategies families can use at home to reinforce expectations
	• **Aligned Messaging:**
	  ○ Family communication reflects the same expectations and language used in classrooms
	  ○ Monthly focus traits/words are shared with families
	• **Two-Way Communication Systems:**
	  ○ Surveys, exit slips, or discussion opportunities at events
	  ○ Mechanisms for gathering and reviewing family input
	• **Relationship Building:**
	  ○ Opportunities for staff and families to build trust and connection
	  ○ Inclusive events that reflect the diversity of the school community
	• **Feedback-to-Action Loop:**
	  ○ Staff review family input and identify trends
	  ○ Adjust supports, communication, or events based on feedback	

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	Expectations from adults seem consistent across classroom		17%	22%	43%	15%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Expectations for working hard and doing quality work are about the same in all my classes.	4%	3%	19%	40%	23%	11%
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	Hyde Park Elementary will continue to refine a proactive, schoolwide attendance monitoring and early intervention system to promote consistent student attendance and ensure timely, Tier 1 responses when concerns arise. This structure ensures that attendance is monitored consistently, communication is timely, and barriers are addressed early through collaborative problem-solving to prevent chronic absenteeism.	☐ NEW ☒ REFINE
When and how often will this structure take place?	• **Daily Monitoring:** Attendance reviewed and recorded each day • **Immediate Follow-Up:** Same-day or next-day outreach for absences based on school procedures • **Weekly Review:** Identification of emerging attendance patterns and early warning signs • **Ongoing Implementation:** Continuous communication and support throughout the school year	

What does this entail?	• **Daily Attendance Tracking:**
	  ○ Accurate, consistent monitoring of student attendance across all classrooms
	• **Timely Outreach:**
	  ○ Immediate follow-up for absences using established protocols (calls, messages, or letters)
	• **Positive Attendance Culture:**	

	○ Schoolwide messaging reinforcing the importance of attendance through announcements, visuals, and staff interactions • **Early Identification:** ○ Weekly review of attendance data to identify patterns before they become chronic • **Problem-Solving Approach:** ○ Collaboration with families to identify and address barriers ○ Tier 1 supports implemented before escalation • **Data-Informed Adjustments:** ○ Use of attendance trends to refine outreach and supports
Attendance Core Structure 2 (if applicable)	Hyde Park Elementary will refine structures to ensure consistent, clear, and accessible communication with families regarding attendance expectations, while providing multiple pathways for families to seek support and engage in problem-solving. ☐ NEW ☒ REFINE
When and how often will this structure take place?	• **Bi-Weekly Outreach:** Calls and/or letters to families of students with attendance concerns • **Ongoing Targeted Outreach:** Attendance Team communication (calls, letters, home visits) for students with chronic or concerning patterns • **Monthly Communication:** Attendance expectations and updates shared through newsletters or schoolwide messaging • **Monthly Recognition:** Celebration of classes with the highest attendance percentages
What does this entail?	• **Consistent Family Communication:** ○ Clear, ongoing messaging about attendance expectations through newsletters and school communication • **Targeted Outreach Systems:** ○ Letters, phone calls, and home visits for students with attendance concerns ○ Tiered communication based on level of concern • **Clear Pathways for Support:** ○ Families provided with opportunities to ask questions and receive assistance ○ Collaborative conversations focused on reducing barriers to attendance • **Recognition and Incentives:** ○ Monthly celebration of classrooms with strong attendance to reinforce positive habits • **Standardized Protocols:** ○ Clear, consistent procedures for when and how families are contacted • **Feedback and Adjustment Loop:** ○ Attendance Team reviews trends and adjusts communication strategies and supports as needed

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	93.9%	92.9%	92.3%	92%	90.9%	90.6%	90.2%	90.2%	90.1%
2026-27									

Part 3: Schoolwide Core Structures

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	If I miss school, someone checks in to understand what's going on.	8%	14%	27%	19%	28%	4%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report absence.		15%	25%	30%	23%	
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	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
Brandy, Courtney	Counselor	3/25	4/21	4/28	5/12	5/19		
Capatosto, Tammy	AIS Math Teacher	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Carruthers, Lisa	1st Grade Teacher	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Evans, Richard	3rd Grade Teacher		4/21		5/5, 5/12	5/19	5/26	6/9
Giancola, Daniel	3rd Grade Teacher	3/25	4/21	4/28	5/5	5/19		6/9
Grad, Michelle	Special Education Teacher	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Hubbard, Natalie	2nd Grade Teacher	3/25		4/28	5/5, 5/12	5/19	5/26	6/9
Strangis, Susie	Counselor	3/25	4/21	4/28	5/5	5/19	5/26	6/9
Strassburg, Megan	5th Grade Teacher	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Williams, Sophia	Dean of Students	3/25	4/21	4/28	5/5			6/9
Ostertag, Diane	Principal	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Nearhood, Jolene	Assistant Principal	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Edwards, Lisa	Office Support Personal	3/25	4/21	4/28	5/5, 5/12	5/19	5/26	6/9
Jacas, Centria	Parent					5/19		
Buchman, Carrie	District Representative	3/25		4/28	5/12			

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.