



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Niagara Falls City School District	Maple Avenue Elementary School	Pre-K3-6

Collaboratively Developed By:

The Maple Avenue Elementary School SCEP Development Team

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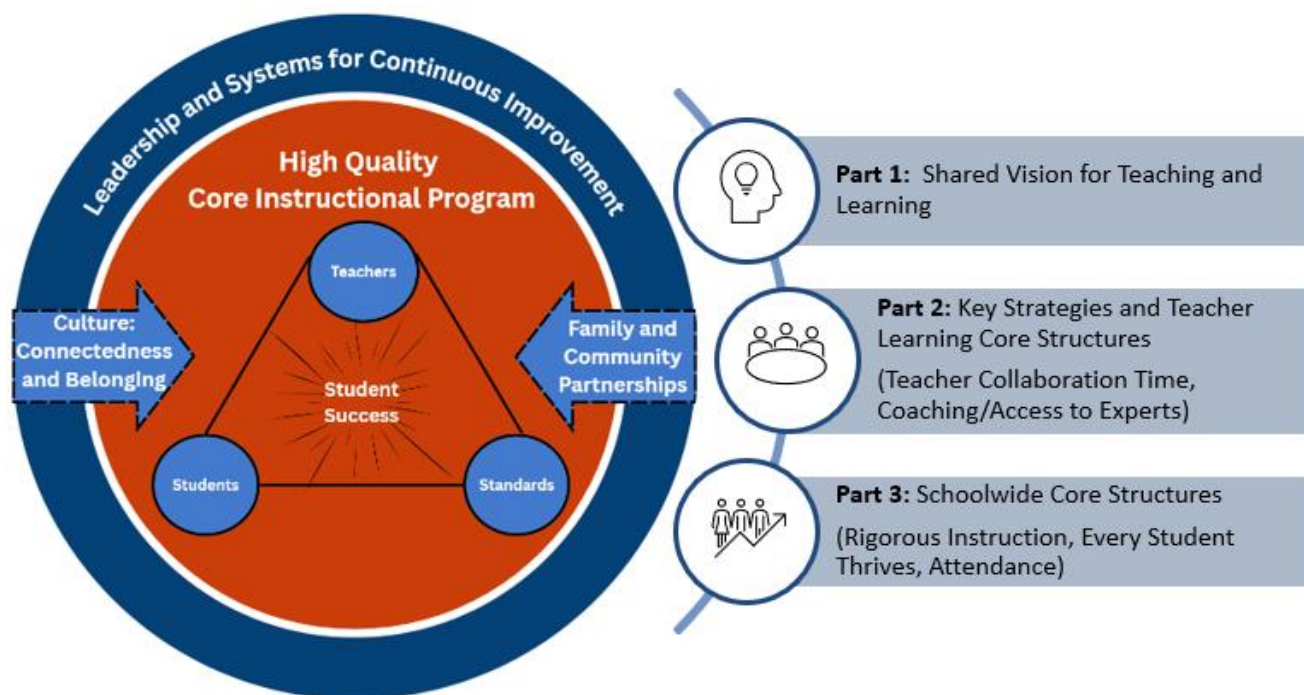
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And in partnership with the staff, students, and families of Maple Avenue Elementary School

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

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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?)
EQUITY & ACCESS: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.
Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

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

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 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?	Teacher Collaborative Time will occur in grade level team meetings once per month. Quarterly coaching cycles facilitated by the ELA and Math coaches will immerse high quality tier one instructional design and facilitation into current curriculums.	
What does this entail?	Teacher Collaborative Time will provide educators with dedicated opportunities to work collectively to strengthen Tier 1 instruction and improve student outcomes. During these sessions, teachers will: • Analyze data to identify areas of weakness. • This practice will provide them with clarity to design high quality instruction that includes identifying the long-term learning targets and the supporting knowledge, skill, and reasoning learning targets that nest under the long-term learning targets. They will co-create success criteria with their students and then plan and pace cognitively demanding learning experiences that also align with NYS Portrait of a Graduate. • Educators will share their instructional practices with each other as they build their instructional capacity through self-reflection and peer review.	
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	• Opportunities for educators to learn with experts will occur throughout the school year during designated professional learning sessions, sub release time and	

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

structure take place?	department meetings throughout the school year. They will receive differentiated support through instructional leaders, coaches, outside consultants, mentors, and colleagues as they build their instructional capacity.
What does this entail?	Professional learning facilitated by educational consultant, and supported by district instructional coaches and the building principal include: Core Structures of Learning Intentionally designing and facilitating coherent learning experiences that help every learner build clarity, purpose, confidence, and ownership by building the instructional foundations that make powerful learning possible. Before students can own their learning, classrooms need structures that provide clarity, coherence, and access. These studios focus on the teacher practices that help learners answer: What am I learning? Why am I learning it? What does success look like? How will I know if I am successful? This becomes the foundation upon which engagement and ownership are built. Studio 2a - Where Clarity Begins Why are we here? Why does Clarity of Learning matter? Studio 2b - Learning with Intention What are we trying to accomplish? What is the intended learning for a unit of study(long term learning targets) as well as supporting learning targets. All teachers learn to write high quality learning targets. These knowledge, skill, reasoning and character learning targets are shared with grade level teams and faculty for peer review and feedback. Studio 2c - The Invitation to Learn How do learners connect with the purpose? Teachers must invite students to think about the learning target, question it, connect it, predict it, make meaning of it, and ultimately own it. Teachers learn to use their own learning targets and practice invitation strategies that provide access for all students to wonder about, connect to, predict, question, notice make meaning, see relevance, activate prior knowledge, identifying unfamiliar ideas and enter their learning. Studio 2d - Excellence by Design What does great work look like? Making quality visible through success criteria that clarify the pathway to excellence before learning begins. Teachers will intentionally align learning targets with success criteria. Studio 2e - Evidence That Moves Learning How do I know I'm improving? Formative assessment, feedback, reflection, and self-monitoring to help learners continuously improve. Studio 2f - Built to Last How does learning endure and transfer beyond this lesson? Designing learning experiences that strengthen understanding, deepen thinking, and ensure lasting transfer.

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?
Create a plan with district coaches for grade level planning meetings and department meetings.		8//15/26
Create a classroom walk through tool to collect data regularly on professional development topics		8/15/26
Prepare and organize Literacy Fair for parents and students including information on tiered interventions.		8/15/26

Key Strategy 1

KEY STRATEGY 1		
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?		
District Math and ELA coaches will work with teachers during monthly grade level planning meetings to outline components of high quality NYS aligned lesson plans, data driven small groups based on skill, and success criteria.		September-December
Learning Walks – sub release time		September - December
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?		
District level coaches will analyze student work with teachers during grade level planning meetings.		January - June

Key Strategy 2

KEY STRATEGY 2		
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?		
Studio 2A – Clarity of Learning		September Department Meeting
Studio 2B – How to write and plan for long term Learning Targets as well as supporting learning targets.		October Department Meeting

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Studio 2C – Unpacking and annotating Learning Targets	November Department Meeting
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?
Success Criteria and analyzing student work.	January grade level and Department Meeting
Formative/Informative assessment, Checks for Understanding & Self Monitoring.	February grade level and Department Meeting.
Authentic learning experiences.	March grade level and Department Meetings.

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	High quality work produced when analyzed with district level coaches		
Evidence of Teacher Practice Changing	Walk Through tool data		

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...	Given clear expectations of learning for each lesson including models of rigorous, high quality, work.	
Teachers will be...	Able to design lesson plans that account for clear learning targets, differentiated	

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

	instruction according to skill based on data and outline success criteria for students.	
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REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

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	Improved assessment results.		
Evidence of Teacher Practice Changing	Walk through tool data and Learning Walk reflections.		

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 produce high quality work when clear expectations are provided.	
Teachers will be...	Aligned across school ensuring all lesson plans have clear learning targets, invite students into learning and clear expectations of success criteria.	

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	Collaborative time connects directly to classroom practice and helps teachers understand both <i>how</i> a strategy looks in action and <i>why</i> it works.						3
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teams use collaborative time to study lessons, review student work, or test and refine strategies together, not just share resources.						2
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? <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	Teacher Collaborative Time	☐ NEW ☒ REFINE
When and how often will this structure take place?	Grade Level planning meetings will occur once per month. Instructional Coaches trained by the district will facilitate these meetings.	

Part 3: Schoolwide Core Structures

What does this entail?	Instructional coaches will have three priorities: - Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time Structure. - Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. - Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy.	
Instructional Leadership Team Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Administrator will strategically attend grade level planning meetings.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Electronic form with checklist to ensure all components are addressed.

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	We have a way to make sure that teachers' time and efforts are focused on essential instructional priorities, avoiding initiative overload, low-value assessments, and rushed curriculum coverage.						2
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	We regularly look for and address sources of inconsistency (for example, pacing differences or off-level assignments).						1
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? <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	Our school will establish a comprehensive system of core structures to ensure that all students thrive academically, socially, and emotionally in alignment with New York State's Every Student Succeeds Act (ESSA) framework. Central to this work is the implementation of a Multi-Tiered System of Supports (MTSS), with a strong emphasis on behavior through structured progress monitoring and targeted interventions supported by ACE Classroom.	☒ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Tier 1 Universal expectations will be addressed in each classroom at the beginning of the school year and will continue weekly to promote positive behavior. Tier 2 and 3 interventions will occur more often based on the intervention. Behavioral data will be reviewed collaboratively biweekly during START team meetings to ensure interventions are effective and aligned with student needs.
What does this entail?	At the Tier 1 level, universal expectations for behavior are explicitly defined, taught, and reinforced across all settings. ACE Classroom is utilized as a schoolwide platform to consistently track student behavior data, reinforce positive behaviors, and identify patterns that may require additional support. Staff regularly review classroom and schoolwide data to inform instructional practices and proactively address emerging behavioral trends. For students requiring additional support, Tier 2 interventions are implemented based on data-driven decision-making. Students are identified through ongoing ACE Classroom data analysis, including frequency of behavioral incidents, types of referrals, and response to universal supports. Tier 2 supports may include targeted interventions such as check-in/check-out systems, small group social-emotional instruction, and increased adult mentorship. Progress monitoring occurs regularly through ACE Classroom, allowing staff to track behavioral goals, assess student responsiveness, and make timely adjustments. Behavioral data is reviewed collaboratively during team meetings to ensure interventions are effective and aligned with student needs. Students demonstrating more intensive behavioral needs receive Tier 3 supports, which are individualized and highly structured. Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) are developed and implemented with fidelity. ACE Classroom plays a critical role in documenting and monitoring student progress, providing real-time data on behavior frequency, duration, and intensity. This allows for precise tracking of intervention effectiveness and ensures that decisions are responsive and evidence-based. Collaboration with families, support staff, and related service providers is a key component of Tier 3 implementation, ensuring a holistic and consistent approach to behavioral support. Across all tiers, progress monitoring is systematic, ongoing, and data-driven. Teams utilize ACE Classroom dashboards and reports to analyze trends, evaluate intervention effectiveness, and ensure accountability. This structured approach promotes early identification of needs, timely intervention, and continuous improvement of practices. Through the integration of ACE Classroom within our core behavioral structures, the school maintains a cohesive, transparent, and responsive system that supports positive student outcomes and fosters a safe, supportive learning environment for all students.
Every Student Thrives Core	☐ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

Structure 2 (if applicable)		
When and how often will this structure take place?		
What does this entail?		

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, routines, and supports for students are consistent across classrooms and grade levels.						1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school monitors patterns in student participation, belonging, and achievement to identify and address inequities.						1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <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	As part of the school's comprehensive core structures for student success, a systematic and collaborative approach to attendance will be established to ensure that all students are consistently monitored, supported, and engaged in learning. Recognizing that attendance is a critical leading indicator of academic success and overall student well-being, the school has prioritized the development of a clearly defined attendance system that promotes timely communication, shared accountability, and coordinated intervention.	☒ NEW ☐ REFINE
When and how often will this structure take place?	At the foundation of this work is the creation of a building-level attendance team structure that includes classroom teachers, the school counselor, social worker, and building administration. This team operates within a clearly defined framework that outlines roles, responsibilities, and protocols for reviewing and responding to student attendance data. The system emphasizes proactive identification of attendance concerns through the regular analysis of daily attendance data during biweekly START Meetings, with a focus on identifying patterns of chronic absenteeism, tardiness, and early dismissals.	

Part 3: Schoolwide Core Structures

What does this entail?	To support this work, the school will develop a formalized process for sharing attendance information across stakeholders. Attendance data will be reviewed biweekly at START Meeting, and a shared digital tracking system will be utilized to ensure that all team members have access to up-to-date information. This system allows teachers to input relevant observations regarding attendance trends, while the school counselor and social worker contribute additional context related to social-emotional factors, family outreach, and external barriers impacting attendance. Administrator will oversee the process to ensure fidelity, provide guidance, and allocate resources as needed. The communication structure is designed to ensure two-way information flow: • Teachers are informed of attendance concerns and intervention plans so they can reinforce expectations and monitor progress within the classroom. • Support staff (counselor and social worker) provide updates on outreach efforts, interventions, and any external supports being implemented. • Administrators ensure alignment with schoolwide expectations and monitor the effectiveness of interventions across student groups. A key component of this core structure is documentation and accountability. All attendance-related communication, interventions, and outcomes will be documented within the shared system, ensuring transparency and continuity of support. This allows the team to evaluate the effectiveness of strategies over time and make data-informed adjustments. Through the establishment of this structured, collaborative, and data-driven attendance system, the school strengthens its core structures and ensures that all stakeholders are working collectively to improve student attendance outcomes.
Attendance Core Structure 2 (if applicable)	☐ NEW ☐ REFINE
When and how often will this structure take place?	
What does this entail?	

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	95%	93%	93%	91%	90%	90%	90%	90%	90%

Part 3: Schoolwide Core Structures

2026-27									
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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	When school avoidance or chronic absenteeism is suspected, we have a clear process for considering underlying academic, social, or mental health needs						1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	We have consistent routines for sharing relevant information about students with attendance concerns across adults who work with them						1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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.